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ABSTRACT

Twenty-one case studies, representative of an area of concern in school library administration, are presented as a classroom technique for students of school library management. Analysis and interpretation of these cases by students provide a vehicle for teaching library administration. (AB)

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CASE STUDIES IN SCHOOL LIBRARY ADMINISTRATION

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INTRODUCTION

The case studies presented in this volume arose out of my experiences in teaching two courses as Assistant Professor in the Library Science Department of Queens College during the years from September 1964 to June 1968. One course was in school library administration and the other was a seminar in school library problems.

After twenty-five years as a high-school librarian in the New York City public school system--first in a vocational high school for eighteen years and then in an academic high school for seven years--it became apparent to me soon after I began to teach library science that there was a great need for employment of the "case study" approach. The case method provides a classroom technique which lends itself to analysis and interpretation by classes in which students bring varying degrees of experience in school library management to their studies.

It became the practice of this instructor to require each of his students in the seminar in school library problems to write a case study out of the individual's own experiences, limited though they may have been. This assignment was always preceded by discussion in class about the technique of writing a case study and was usually followed by individual conferences in which students sought to clarify the problem they wished to present and the method in which it should be described. For purposes of clarification of both content and style, a few selected studies, written out of the experience of the instructor, were read to the class and then discussed. Students were reminded about the characteristics of a "good" case study, which Griffiths describes under four criteria: 1) discussability, that is, it is capable of generating considerable discussion; 2) adequacy, that is, it provides an adequate description of the school, the school system of which it is a part, the community surrounding the school, and the basic attitudes of the individuals involved; 3) objectivity, that is, it reports precisely what people say and do in certain situations; and 4) interpretability, that is, the data is presented in such a form that they can be interpreted.[1]

Each of the twenty-one studies in this volume has been included because it is representative of an area of concern in school library administration. Based upon the kind of response elicited in my classes, it is my firm conviction that they exemplify important issues in the school library field and have applicability to other levels of library administration.

The chapter entitled "Analysis of the Literature in the Case Study entitled AN AMBIGUOUS POSITION" has been included in order to illustrate one way in which these case studies may be used as a vehicle for teaching library administration. Instructors may find it profitable to have their students analyze the literature relating to each of the problems presented.

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[1] Daniel E. Griffiths, Human Relations in School Administration (N. Y., Appleton-Century-Crofts, Inc., 1956), pp. 438-39.

All of these studies have been edited to protect the identity of individuals and the confidentiality of the schools and school personnel involved. All names of persons and places mentioned in these case studies were adopted from the list of places in the United States with populations of 2,500 or more listed in the 1963 issue of The World Almanac.[2]

The case method has been successfully applied to a number of different disciplines, beginning with the legal profession in the latter third of the nineteenth century. Its application to the field of librarianship owes much to the work of Shaffer,[3] who was one of the first people in this country to use the case study method extensively in his teaching at Simmons College, School of Library Science, in Boston. His interest in the human relations aspects of library administration has been given special emphasis in my own work. Lawrence pointed out that the trend toward the preparation of case material for use in schools permits educational institutions of all kinds to focus on problems of special concern to them, thereby enriching the content of instruction for students and teachers alike.[4]

It is my hope that the library profession at large and particularly those engaged in the tasks of library school instruction will find value in these cases.

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[2] The World Almanac and Book of Facts, 1963, ed. Harry Hansen (N.Y., New York World-Telegram and The Sun, 1963), pp. 260-80.

[3] Kenneth Shaffer, The Book Collection: Policy Case Studies in Public and Academic Libraries (Hamden, Conn., Shoe String Press, 1961).

-------------- Library Personnel Administration and Supervision (Hamden, Conn., Shoe String Press, 1963).

[4] Paul R. Lawrence, "The Preparation of Case Material," The Case Method of Teaching Human Relations and Administration, ed. Kenneth R. Andrews (Cambridge, Mass., Harvard University Press, 1953), p. 215.

SYNOPSES OF CASE STUDIES

I. An Uncooperative Library Patron

The librarian in this case study faces the challenge of finding a successful approach toward involving a disruptive student in meaningful activity. In the context of current emphasis on the enrichment of education for all children, the question is raised as to how the librarian can best do this.

II. Individual Reading Guidance

This study presents the librarian's attempts to find a particular child's interests in order to direct him into some kind of profitable reading. The problems encountered in applying good mental hygiene principles to the task of guiding youngsters' reading tastes and habits are raised for discussion.

III. The Librarian Prepares an Official Report

The school librarian is called upon in this study to prepare an official report for a higher body. A personal conflict is created when the librarian has to make a choice between a factual description of the library program and one that will be more acceptable to her immediate supervisors.

IV. A Grievance Procedure

The incidents that lead a librarian to resort to the use of grievance machinery are described in this case study. The emergence of new avenues of communication with administration, intended traditionally to cope with "bread and butter" issues, raises questions as to its applicability to the educational process, its efficacy and its long-term effects on professional developments.

V. A Matter of Experience

A young school librarian feels that adequate time and data are not being made available to prepare an important report. The case study poses for discussion the various possibilities that may be employed by a librarian under similar circumstances, the necessity for providing accurate statistics, and the ethical considerations involved.

VI. An Ambiguous Position

The background of the conflict that exists between the librarian's role as a licensed specialist and as an OTP (Other Teaching Personnel) is presented. This case study illustrates the ambiguity of role in having the librarian included among other OTP's with responsibility for coverage of classes in order to provide teachers with their preparation periods. It raises the question of what needs to be done if the librarian's status and function are to be clarified.

VII. Supervision of Teacher Aides

The problems encountered by a school librarian in training and supervising a teacher aide are described. Principles of personnel administration are raised for discussion.

VIII. A Case of Censorship

This study illustrates how a parent attempts to influence the school's book selection policy. The issues posed for discussion are the student's freedom to read, the librarian's freedom to select, and the appropriate role of the parents in the operation of the school.

IX. Holding a Book Fair

A conflict occurs in this case study when the objectives of the librarian and the principal differ in the operation of a book fair. The basic purposes and values of this kind of activity are raised for discussion.

X. A Librarian's Dilemma

The clash of personalities and a basic difference in viewpoints on library management are the source of conflict between a librarian and a principal. How best to resolve the difficulties are the questions raised for discussion.

XI. The Rabbi Protests

A reference to Jews in a book of American folk tales and legends is considered disparaging and a request is made for its removal from the shelves of the school library. The complexity of the censorship issue in terms of human motivations is illustrated.

XII. Administrative Functions of the Librarian-in-Charge

The difficulties of administering a school library are compounded by personal relationships. Disagreement centers on four areas of library management and the search is for sound principles of school library administration.

XIII. The Librarian as a Member of the Teaching Staff

The personality of the school librarian affects the quality of his contribution to the school program. The head librarian seeks to play a positive role in a dispute between a member of his staff and the school principal.

XIV. The Responsibility for Library Instruction

A major function of the librarian in the elementary school is teaching library skills. A disagreement arises between the principal and the school librarian on the basic philosophy of library instruction.

XV. Mutilation of Library Materials

The abuse of library materials is a serious problem for school librarians. A school librarian identifies the source of vandalism in this study and considers what to do about it.

XVI. Cooperative Relationships

Good school-public library relationships are key objectives for the school librarian. Two public librarians present their difficulties in serving school-age children and seek the assistance of the school librarian in their solution.

XVII. The Use and Abuse of a High School Library Program

The high school library program is traditionally based upon voluntary student attendance. When this principle is interfered with, the question arises as to whether certain school activities not directly related to library functions should be discontinued.

XVIII. A Memorial Collection

The librarian's idea of how to handle a special collection differs in this case study from that of a teacher. The resolution of this difference of opinion becomes the function of the principal.

XIX. The Library that Outgrew its Britches

The problems of library modernization and planning new library quarters are the concern of many school librarians. Their solution requires the cooperative attention of librarian, principal, architect, and custodial engineer to insure optimal results. A typical situation existing in an elementary school is presented for analysis.

XX. The Role of the District Librarian

The supervisory librarian finds herself, at one and the same time, defending the interests of the library staffs under her jurisdiction and the administrative officials represented by the District Principal and the Board of Education.

I. AN UNCOOPERATIVE LIBRARY PATRON
or
What Can the Librarian Do with a Disruptive Student?

Jimmy presented a problem the very first day that his sixth-grade class visited the library. He was one of a large number of students who were being bussed into the school in order to achieve ethnic balance. The school is situated in a relatively high socio-economic area. Approximately forty percent of the student population are being bussed in from an adjoining low socio-economic community. The reading levels in the school vary considerably.

When the principal interviewed Miss Elgin for the position of librarian, he was concerned about her ability to maintain discipline. This may have been due to Miss Elgin's short stature and slightness of build. Subsequently, Miss Elgin learned that another teacher who had been assigned to this position had been unable to control the children and had been relinquished.

Jimmy preferred not to sit in the seat assigned to him. It was obvious that he wanted to sit at another table close to a friend of his. When this request was refused, Jimmy slouched deep into his seat and started to tap on the table with his pencil. The class of sixth-graders was scheduled for an orientation lesson on the library. Jimmy was ordered firmly to put away his pencil and sit up. Jimmy responded reluctantly and listened apathetically to the lesson which followed but did remain quiet.

Miss Elgin made it her business to seek out Mrs. Lyons, Jimmy's teacher, to whom she related what had transpired.

Mrs. Lyons informed Miss Elgin that Jimmy was the oldest of a family of six children. The father works in a factory and the mother is a nurse. She is on duty at night and is therefore asleep when Jimmy leaves for school in the morning. A grandmother who lives with the family takes care of him, but, as the oldest of the children, he is required to assist with household chores and in taking care of the other children. School records show that the family has moved a good deal. Mrs. Lyons also divulged that Jimmy was reading on a fifth-grade level and that he had been a "holdover" in the second grade. Miss Elgin inquired if Jimmy had shown any special interests that she might be able to encourage in the library. Mrs. Lyons indicated that he had shown an interest in social studies--for example, he likes to draw maps and to copy pictures of historical scenes. His limited reading skills hamper him in most academic areas.

Miss Elgin was impressed by these revelations and felt more sympathetic toward Jimmy. During the next visit to the library a week later, at the conclusion of a book talk Miss Elgin found a few minutes time to urge Jimmy to browse and choose as many as two books for home reading. Jimmy refused, saying he had no time for reading.

Jimmy seems to have an affinity for some of the most disturbed children in the school in selecting his friends. His relationships with his peers is poor. He insists on being the leader of all activities and he has threatened the children in his class if they do not elect him to a class office.

On one occasion, Jimmy seemed more interested in browsing. Close to the end of the period, several children began complaining that there were no book cards in the pockets of their books. In checking, Miss Elgin discovered that Jimmy had been taking the cards out of their pockets and placing the cards behind the rows of books. On another occasion, he disrupted the browsing period by claiming that another child had taken his book and engaging in a vigorous tussle over the book.

During a subsequent weekly visit, Miss Elgin noticed that Jimmy carried comic books to school so she decided to offer him magazines while the rest of the class was selecting its books. Miss Elgin pointed out the section of jokes and puzzles and suggested that he might wish to take out a magazine. At first Jimmy hesitated but then he accepted the offer. This interest lasted for two weeks and then he had had enough of magazines.

During one of her periods of yard duty, Miss Green noticed that Jimmy was playing ball and that he showed real athletic ability. At the next opportunity, Miss Elgin mentioned that she had observed him playing ball and suggested that he might enjoy reading one of the newer books on baseball, judo, or weight-lifting. Jimmy's reply was: "I like playing ball but I don't want to read books about it." Nevertheless, Miss Elgin led him to the section containing books on sports, selected one on baseball and turned to a page which illustrated pitching techniques. She asked Jimmy if he had heard of a screw ball and attempted to discuss its merits and the difficulty of a batter in hitting one. Jimmy was not at all impressed and wouldn't take the book out but he did continue to look at the illustrations of famous pitchers in another volume.

During one class visit, Miss Elgin asked Jimmy if he would help her in setting up an overhead projector and arranging the chairs for a lesson to be given to another class later in the day. Jimmy showed an eagerness to assist which gave Miss Elgin an idea which she discussed with Mrs. Lyons.

Miss Elgin: "What do you think of the idea of making Jimmy my audiovisual monitor? I need someone to arrange the chairs and set up the machines as well as to replace the chairs and equipment. I could let you know beforehand when he would be needed."

Mrs. Lyons: "It soulds like an excellent idea, but I wonder if the other children would think that Jimmy was being rewarded for his misbehavior. I don't know but I'd like to think about it."

Questions

1. What other approaches are possible with a boy like Jimmy?

2. How desirable is it for a boy who is doing poorly in his academic studies to be assigned to duties which remove him from class?

3. Should library service be reserved for children who are doing well in their studies? Explain.

4. How might Miss Elgin exploit Jimmy's reported interest in drawing and copying to foster more constructive use of his time in the library?

II. INDIVIDUAL READING GUIDANCE

or

How Does One Improve Reading Tastes?

P.S. 901 is located in a low middle-class area of the metropolitan center occupied for the most part by private dwellings and some garden apartments. It has an enrollment of 850 students and is staffed by a principal, an assistant-to-principal, twenty-five teachers, a full-time and a part-time secretary, and four teacher aides. Miss Wells, employed as librarian since 1962, has been attempting to give individual reading guidance to pupils who have come to her attention.

Such a case is Richard, who is noisy, restless, and annoying to others. He refuses to read anything that is suggested, although he has been observed poring over the advertisements in Boys' Life and Popular Science. On occasion, he has taken art books from the shelves and will flip through the pages until he comes to a picture he considers worthy of comment and then proceeds to show it to others. On the Iowa Achievement Tests, Richard scored a fourth-grade reading level.

One day after an especially difficult period, Miss Wells said to Richard in an impatient tone: "I'm sure your mother would be most displeased with your behavior if she knew about it."

Richard's manner softened a bit and he pleaded: "Please don't send for her, Miss Wells. My mother works."

Somehow the interchange caused Miss Wells to change her attitude toward Richard. The next time that he came to the library, she singled him out for some complimentary remark about his appearance, and asked him if he would help her unpack some books that had just arrived.

When Richard had stacked the books on the work-table, Miss Wells instructed him in how to stamp the books in five different places and explained how important it was to the school to have all books thus marked. Richard worked quietly and did a fair job. Before the end of the period, Miss Wells reminded him that he had better stop and leave time to select a book for home reading. His reply was: "I'm not taking any book out. My mother says not to bring any more books home from school. Anyway, I don't like any of these books."

When Miss Wells asked what kind of books he liked, he replied: "Spy stories like Goldfinger."

Miss Wells produced a collection of short stories entitled Famous merican Spies by Rae Foley but at that moment she was distracted by another student. After the class had left, she checked to see if Richard had taken the book, but he had not. She spoke to his teacher later in the day and commented that he was the only one who does not borrow books from the school library. The teacher recalled an incident that had occurred earlier in the year before Miss Wells' appointment. Richard had taken a book from the classroom collection for home use and had lost it. When continuous appeals for its return were ignored, his mother was notified. She denied that he had taken any book home and pointed out at that time that she did not want Richard to bring home any books from school. She implied that he had plenty of books of his own.

Miss Wells surmised that this parental attitude had something to do with Richard's refusal to borrow any book and decided not to press the issue at that time. She would rather concentrate on finding something he would read while in the library. In the meantime, she felt that the situation had improved somewhat because Richard would volunteer his services and seemed less intent on bothering others.

In an effort to find out what the interests of the children were, Miss Wells constructed an interest inventory based upon her reading in several books of reading guidance. The interest inventory that was administered to every member of the sixth-grade included questions about students' attitudes toward school and about activities pursued outside of school, including hobbies, movies, television, friends, and reading.

A summary of the findings on Richard was as follows: He dislikes school but likes mathematics and sometimes finds social studies interesting but gym is the best class of all. Outdoor play is his usual routine after school and he prefers to play with other boys, not girls. In the evenings and on Saturdays, television takes up a good part of his time - more than an hour daily and three or four on weekends. His tastes run to "The Three Stooges" and "Batman." Baseball and football are his favorite sports and he enjoys watching them on T. V. He does not like music especially. He does not have a pet but would love to have a dog. The only hobby he mentioned was building model airplanes. His favorite movies are "Help," "The Beatles," and "Dr. No." His best friend is a boy who is aggressive and who does not get along with his peers. He has "a couple of other friends." He does not like to read and couldn't remember any book that was too interesting.

Questions

1. What do you think of the interest inventory method of learning about the reading interests of individual children?

2. What five books would you recommend for Richard on the basis of his interests and reading level?

3. What other approaches and techniques could be utilized by Miss Wells to improve Richard's reading?

4. What would you do about the matter of the book loss and would you permit Richard to borrow library books even though a lost book has not been paid for?

5. What justification is there in permitting a pupil who is doing poorly in his other subjects to spend time assisting the librarian?

III. THE LIBRARIAN PREPARES AN OFFICIAL REPORT
or
Where Is the Line Between Truth and Expediency?

P.S. 902 is an elementary school built about forty years ago. It is a four-story building and was built without a gymnasium, a lunch room, an auditorium, or a library. Pressure from the Parents Association has finally achieved results. A new wing has been added which includes all of the missing facilities.

The school has been classified as one of the MES (More Effective Schools) in which class sizes are drastically reduced and the program is reinforced by the availability of additional teacher and guidance personnel. The enrollment consists of twenty percent Puerto Rican background, sixty-three percent Negro, and the remainder officially described as "other." Many of the children come from homes receiving public assistance. A considerable number of children lack facility of expression and oral comprehension in the English language.

Within the framework of this kind of school organization, Miss Dumas, experienced and eager to make the school library into a "showcase" school in the district, has labored diligently for one year. She has the active support of her principal, the assistants-to-principal and the teaching staff as well as that of the parents. Miss Dumas has been very happy in her post and feels that she has accomplished much during this first year of service. She had been given a limited teaching program and had been able to visit classes and also devote a good deal of time to administrative duties. She found this to be a satisfactory arrangement.

During the second year, however, with the emergence of a semblance of order and harmony in the library, she was assigned a full teaching schedule of twenty periods of instruction in conformity with the programs of all other "cluster" teachers (teachers of science, art, music, and other specialized subjects). Her administrative time was consequently quite limited, and she found that certain non-library chores to which she had been assigned in the past, and which she had accepted without complaint, were now creating a serious inroad on her time. One chore, especially, was particularly irksome to her. She was required to attend to any classes which happened to be uncovered in the morning, either covering the class herself until a substitute arrived or distributing the members of the class to the other teachers on the same grade if no substitute was available. This task kept her from the library, sometimes as late as 9:45 a.m. Since her first library class was scheduled for 9:10 a.m., Miss Dumas often found it necessary to reschedule the morning class to the period reserved for administrative work or to cut the length of the period, thereby depriving the teacher of her full preparation time. Needless to say, the latter procedure caused some dissatisfaction on the part of the teachers for whom preparation time meant relief from class duties.

Considering this to be an unfair imposition, Miss Dumas presented her case to Mr. Berne, the principal. Mr. Berne's response was: "Are you presuming to tell me how to run my school, Miss Dumas? Please allow me to be the judge of how best to deal with school problems." When Miss Dumas attempted to explain how her morning assignment was creating difficulties for herself and for the teachers, Mr. Berne ended the discussion by saying that he had no intention of changing any assignments at this time.

Just about this time, a survey form was received from the central library bureau which called for a detailed accounting of all of the librarian's time during the week. Accompanying the form was a list of activities that were to serve as the official description of her various duties, e.g., teaching time, preparation time, teacher conference time, and administration time. Nowhere on this list was anything like the activity she objected to and so Miss Dumas concluded that the omission of this kind of duty confirmed her impression that morning coverage of classes of late and absent teachers was not a proper function for the librarian. Since she had already been told by the principal that no change was possible, she decided to present her case to Mr. Logan, the assistant-to-principal, hoping that he would intercede on her behalf with Mr. Berne. The question she put to him was of an ethical nature--how was she to fill out the Bureau's survey form truthfully and at the same time not embarrass the administration by indicating that she was being assigned to non-library duties? Mr. Logan's response was immediate--Miss Dumas could choose any one of the official designations to cover the time in question. "Anyway," he ended up by saying, "you're splitting hairs since there is nothing illegal in what you are doing. As an MES school, we are not bound by the terms of the union contract pertaining to library assignments."

Miss Dumas thereupon decided to present her case to Mrs. Milan, the district librarian. Mrs. Milan had been serving as supervisor for two years and had been helpful on previous occasions in interceding with Mr. Berne. Miss Dumas expected a more sympathetic treatment and was therefore completely unprepared for the shrug of the shoulders and the owlish statement which accompanied it: "There isn't much you can do about it. After all, the principal is the principal."

Questions

1. What action would you recommend that Miss Dumas take in completing the survey report?

2. To what extent does Mrs. Milan's reaction reflect an awareness of all the issues involved?

3. What results might ensue from a forthright presentation by Miss Dumas of the facts?

IV. A GRIEVANCE PROCEDURE
or
What Is the Union's Role in Improving Library Service?

Mr. Lacey was appointed as Teacher of Library in P.S. 903 after having served for six years as a regular teacher of English in the junior high schools. The school is housed in a five-story, red-brick building in a ghetto neighborhood made up of old tenements and loft factory buildings.

Reporting to school a few days prior to the opening of regular classes in September, Mr. Lacey learned that he was the first qualified librarian ever to serve in this school. He learned, too, that the faculty consisted of the principal, three assistants-to-principal, a guidance counselor, thirty-five classroom teachers, and eight OTP's (additional teachers who are specialists in subjects such as art, music, science, and gym) and himself. The school was built to accommodate about 1,000 students but the enrollment was expected to reach nearly 1,200 by the end of September when the school would go on double session.

Mr. Lacey quickly came to the conclusion that very little had been accomplished in organizing the library for use. He located what seemed to be a rudimentary shelf list and a number of accession books but no corresponding entries of accession numbers in the books themselves. There was nothing in the way of a card catalog. Mr. Lacey was somewhat chagrined to find that the library was not provided with a clothes closet or a work table. When the principal dropped in that afternoon, Mr. Lacey informed him that the library was in poor shape. Mr. Perry, the principal, replied: "I know, and I'm looking forward to many improvements now that you're here. By the way, I'm aware that this room does not have a closet to hang your coat, but we have ordered one for you and it should arrive shortly."

True to Mr. Perry's word, the clothes closet arrived within two weeks, but so did additional responsibilities. On September 14th, Mr. Lacey was directed by the principal to cover a third-grade class for the entire day since the teacher of that class had resigned suddenly. At the end of the day, Mr. Perry complimented Mr. Lacey for his excellent control of the class, and Mr. Lacey took the opportunity to say: "Since I have lost a full day's work in the library, it would be helpful if you would assign one of the other OTP teachers to help me tomorrow--even for a few hours." Mr. Perry replied: "I'm sorry, but the services of the OTP's are required in the office." He didn't elaborate and Mr. Lacey let it go at that.

On September 26th, Mr. Lacey learned of another assignment which would take him out of the library. He was assigned to aid a teacher in proctoring a reading test. Mr. Lacey went to the principal's office and in a tone of voice which betrayed some anger, he began: "I have just been informed that I am to assist Miss Corry tomorrow morning. When am I supposed to find the time to prepare all of the extra assignments you have asked me to do, such as the preparation of an annotated bibliography for Negro History Week and Puerto Rico Discovery Day?" Mr. Perry rose from his chair and replied: "Please keep your temper, Mr. Lacey. There is no occasion for shouting. Miss Corry has been having some difficulty with her class and I thought you could help out. We must have a valid test situation." Mr. Lacey took his leave with the principal saying something to the effect, "The whole of the school is greater than the sum of all its parts."

In spite of Mr. Lacey's verbal protest, the October 13th daily bulletin carried news of still another assignment. Mr. Lacey was ordered to close the library and cover class 6-4 while the classroom teacher was attending a mathematics teachers' conference. Mr. Lacey sent a note to the principal asking if the class to be covered could meet him in the library instead of in their homeroom. The principal came directly to the library and informed Mr. Lacey that the classroom teacher had written a mathematics lesson plan in his planbook which he wanted covered during that period. Mr. Perry added: "The school must not deprive the children of their sequence of work." So Mr. Lacey closed the library and taught a mathematics lesson between 2:00 and 2:55 p.m.

On November 8th, Mr. Lacey received a hand-written note from Mrs. Pharr, the assistant-to-principal in charge of the primary grades, informing him that certain classes would begin to use the library starting November 16th. The thought crossed Mr. Lacey's mind that Mrs. Pharr might have had the courtesy to consult him on which classes were to be selected for scheduling but the one feature of the new schedule that he found objectionable was its provision for twenty-two periods of teaching library skills when the union contract called specifically for no more than twenty periods.

Mr. Lacey thereupon sent a note to Mr. Perry requesting a conference to discuss the matter. He felt that the issue of additional assignments had to be settled once and for all.

In the conference that took place, Mr. Lacey stated that the assignment of teaching periods was beyond the specifications of the contract and that the additional assignments made throughout the term were inappropriate in subject-matter and excessive in amount. In addition, he reminded Mr. Perry of his promise to provide adequate time in which to bring the library up to a semblance of standards and that this had not been fulfilled. Mr. Lacey was therefore charging that a violation of the contract had taken place.

Mr. Perry retorted that he was aware of the nature and extent of a librarian's duties in the elementary school as these were spelled out in the contract. However, the contract was not that specific and therefore the principal had the authority and the responsibility to make the additional assignments. It was, he maintained, the duty of the principal to interpret the contract and apply it at his discretion in the best interests of the whole school. "Furthermore," Mr. Perry continued, "I must inform you that your tenure extends to junior high school English, and as yet does not include elementary school library. Your reaction to the minimal assignments given you raises serious questions in my mind as to your fitness for your present position."

Despite the warning, a first step grievance procedure was brought by Mr. Lacey in which he stated that Mr. Perry had violated Article IV, section 2, paragraph b, of the union agreement by ordering Mr. Lacey to relieve and cover classes. In his reply, Mr. Perry stated that an "emergency situation" had existed in each instance and that in his judgment the assignments were permissible.

Not satisfied with the principal's decision, Mr. Lacey exercised his rights by invoking a second step grievance procedure with the district superintendent, Dr. Ayer. At the conference with Dr. Ayer on November 18th, Mr. Lacey pointed out that since the beginning of school in September he had had to undergo an unjust amount of additional assignments and he pointed to the union agreement which read: "... the programs of librarians in elementary schools shall be not more than twenty teaching periods, five preparation periods and five administrative periods per week."

The principal pointed out that at the beginning of the school year there were nine uncovered vacancies. Now, in November, there were still eight uncovered positions. "Due to this," he added, "the administration was forced to cover classes with the librarian where the vacancy existed."

In his statement, Dr. Ayer ruled: "The difficulty in this case... stems from the shortage of available teachers and from the inadequate staffing of P.S. 903 by the headquarters of the Board of Education." He did imply that the librarian had a just complaint, but the inability of the principal to give the librarian the agreed-upon number of teaching and preparation periods could not be resolved at the second step grievance level, because it required the correction of teacher shortages at higher levels. The case was therefore being held in abeyance pending the outcome of similar cases in other schools of the city. Meanwhile, Mr. Lacey was ordered to continue the program assigned to him.

Questions

1. Under the circumstances, what has been achieved by Mr. Lacey in invoking grievance machinery?

2. What procedure would you have followed under similar circumstances?

3. What alternatives are there in coping with this situation?

V. A MATTER OF EXPERIENCE
or
How Are Statistics Compiled in the School Library?

P. S. 904 is located in a large metropolitan area which is in transition both with respect to its student population and its teaching staff. The "old guard" on the teaching staff is approaching retirement age and is gradually being replaced by young but inexperienced teachers.

Mrs. Wayne, the principal, is an imposing personality with a strong voice and an equally domineering appearance, who has had varied experience in administering schools like this one. She is well liked by the parents, the teachers, and the pupils. She encourages everyone to visit and talk about their problems.

Mr. Barre, a grade school teacher with ten years' experience, is the principal's unofficial assistant. Accepted by both faculty and students as an excellent teacher, he is often called away from his second-grade class to assist the principal. The younger teachers question his exact position and authority. They know that Mr. Barre came from the principal's former school when Mrs. Wayne was transferred to her new position. Questions that faculty members ask their principal are often referred to this gentleman.

The librarian of the school, Miss Greer, has had only six months of teaching experience. She is in her early twenties and is still studying for the Master of Library Science degree. Miss Greer is very intent on organizing the library as quickly as possible. Twenty-three classes come to the library every week for a forty-five minute lesson and browsing period. Teachers use this time for their preparation periods and do not accompany their classes to the library. Periods that must be cancelled because of conferences or absences have to be made up during those periods of day normally used by the librarian for administrative duties. In addition to her teaching load, Miss Greer is also assigned to lunchroom duty for one period each day.

Miss Greer operates without any adult assistance other than the occasional help from an adult school aide made available to her by the principal. For the most part, she depends upon student aid.

In the first four months of her service, Miss Greer has been able to process and shelve over 800 books, establish a functional card catalog, and start the use of an accession book. Obsolescent books have been weeded out of the collection. A backlog of 1, 000 books is waiting to be accessioned and processed; 2, 000 cards are in the process of being filed; and the Spring book order needs to be prepared. A thirteen-page report from the State Education Department has been received and is due within three weeks.

The state report calls for the compilation of complete figures for the past ten years concerning the book collection and the library's finances and staff. It became apparent to Miss Greer that an inordinate amount of work was required in order to complete the state report within the allotted time.

At first Miss Greer checked the past reports available to her. Reviewing these figures, she found what she considered to be gross errors and careless calculations. After much consideration, she determined to consult with the principal. The conversation went as follows:

Miss Greer: "Good morning, Mrs. Wayne. There seems to be some problem in compiling the figures for the state report. Do I have all the information?"

Mrs. Wayne: "Yes, all the figures on the library's collection, expenses, and staff are available to you in the previous reports. Have you checked them?"

Miss Greer: "I have, but they are not enough to complete the present report. Perhaps, if I had some help, I could devote more time to the state report. You know that the Spring book order will soon be due and the library work is beginning to pile up."

Mrs. Wayne: "The teacher aides are extremely busy right now with their regular duties. I can't spare their services for you at this time. Just fill out the report as best you can. Adjust the figures whenever you have to."

Miss Greer: "I would prefer to avoid adjusting the figures where I don't have adequate information. How about excusing me from classroom coverage of teachers on lunch duty until I can finish the report? This might give me the time to get the necessary figures."

Mrs. Wayne: "I'm sorry, Miss Greer, but we can't give your duties to anyone else. Just do the best you can. Ask Mr. Barre to help you if you have any more questions."

Miss Greer left the principal's office somewhat nettled. She didn't want to sign her name to an inaccurate report and yet there seemed to be no other way out.

Questions

1. What alternative courses of action were open to Miss Greer?

2. What did Mrs. Wayne mean when she advised Miss Greer to "adjust figures whenever you have to"?

3. What kinds of information in the state report can be estimated in the absence of exact information?

4. To what extent does this case study involve an element of ethical conduct and a question of lack of experience on the part of the librarian?

VI. AN AMBIGUOUS POSITION

or

How Flexible a Schedule Is Desirable in the Elementary School?

Miss Colby was the first person to be employed as full-time librarian in the Red Oak Elementary School. In the two years prior to Miss Colby's appointment, the library had been serviced by a part-time librarian in the mornings. A kindergarten teacher had run the library in the afternoons with the help of a part-time aide.

Red Oak School is one of nine elementary schools in the town of Laurel. There are 750 students ranging from kindergarten to grade 6 with a staff of twenty-five teachers. Grades 3 through 6 have a forty-minute period once a week and grades 1 and 2 have a thirty-minute visit to the library once a week. A total of twenty-seven classes visit the library each week on a regularly scheduled basis. The library is not open before or after school.

As a new teacher-librarian, Miss Colby was required to report several days before the opening of school in September. Upon arriving at the school, she was greeted courteously by the principal and the assistant principal, introduced to the teachers and staff, and escorted by the assistant principal to the library on the second floor. The school library consisted of one large rectangular room, a small section of which was partitioned off by glass dividers to serve as a combined library office, workroom, and storage area. The library is capable of seating approximately thirty students.

In her preliminary conversations with Mr. Alton, the principal, he informed Miss Colby that he would continue to make available the time of a teacher aide for library purposes three hours a day . Her orders for library materials were to be forwarded to the central business manager of the school district, who would review the costs and mail out the orders. Miss Colby was apprised that there was no centralized processing in the school district nor was there a library supervisor in the school district. Mr. Alton gave Miss Colby one week without classes in which to set the library in order. He asked her what kind of a library schedule she would prefer but since Miss Colby had had no previous experience in a library, she requested some time to think about it. However, the assistant principal, Mr. Wilson, was quite anxious to get the matter of the library schedule settled without delay and he kept asking Miss Colby if last year's schedule would be acceptable, since the teachers had to have this information quickly in order to plan their schedules. Not wishing to appear difficult and because the problem of the schedule did not seem vital at that moment, she agreed.

With the passing of several weeks, it became apparent to Miss Colby that the schedule was inadequate in many ways. The children were grouped in classes according to ability and it was clear to her that a bright class could make greater use of the library than a slow class. The kindergarten classes were not included in the schedule. With twenty-seven classes scheduled each week, very little time was left for conferences with teachers, for planning library lessons, for ordering and processing books and other materials, for preparing bibliographies, and for the many other administrative duties that were necessary to normal library operation.

In a conference with the principal two months after the opening of school, the following exchange took place:

Mr. Alton: "Well, what do you think of the library set-up?"

Miss Colby: "The library is very nice and the collection of books is excellent, but I find the schedule impossible."

Mr. Alton: "Why, what do you mean? I thought things were working out quite smoothly."

Miss Colby: "Well, I don't like to complain, but I do want to make clear that I need a good deal more time than I am getting at the present time if this library is to continue to operate as it should. The catalog is in a state of confusion, because many of the books have been lost or discarded and the cards have never been removed. There are literally hundreds of new books waiting to be cataloged and prepared for the shelves. With twenty-seven classes each week, I can't find the time to talk to the teachers about what library skills should be taught to their classes. As soon as they drop their classes off, they leave for their preparation periods. I just don't see the sense in having the teachers go off for a free period while their classes receive library instruction. They should be here if only to know what is taking place but even more so that these library skills can be applied in their classroom work."

Mr. Alton: "Hold on a moment, Miss Colby! If you recall, I asked you what kind of schedule you preferred when you came two months ago, but at that time you had no very definite ideas. Now that you have had some experience with the existing schedule, would you please put down in writing what changes you would like to see take place. You understand, of course, that nothing can be done right now."

Miss Colby: "I would like to see the whole schedule changed so that in place of rigid scheduling it will be possible to exercise a more flexible arrangement whereby teachers consult with me before bringing their classes to the library. I would also like to see the teachers remain with their classes during their library visits."

Mr. Alton: "Well, I am interested in knowing how you would be able to provide the necessary training in library skills on the flexible schedule you propose. It seems to me that your plans have an inherent weakness, but I will be interested in seeing your statement of reasons for the change. Perhaps you can include a tentative schedule as you visualize it, so that I can get some idea of how the flexible schedule would work. We can discuss the matter again before arranging the library schedule for next term. Is that satisfactory?"

Miss Colby: "Yes. I'll prepare that statement as soon as possible, and I do appreciate your interest."

Questions

1. What points should Miss Colby include in her statement of the advantages of instituting a flexible schedule?

2. What are the disadvantages of flexible scheduling?

3. What contribution does the professional literature make to the question of flexible versus rigid scheduling?

VII. SUPERVISION OF TEACHER AIDES
or
Administration -- How Much Is Science; How Much is Art?

During the two years of its existence, the principal of P. S. 906 had enlisted the help of the Parents Association in setting up a library. A committee was formed of which Mrs. Albia, a parent of a third-grade youngster, was the chairman. A conscientious district librarian, Mrs. Macon, instructed Mrs. Albia in the techniques of library organization and continued to visit the school on an average of once in two weeks. Despite Mrs. Macon's best efforts, there was much work that was left undone and she was pleased to learn about the appointment to the school of Miss Pearl, a licensed teacher of library, who had a reputation for being efficient, well-organized, and a "hard worker."

Miss Pearl was informed that her program would include twenty forty-five minute teaching periods weekly. Mrs. Macon advised her to request additional help from her principal through the use of school aides. (A school aide is a part-time employee hired by the principal to relieve teachers of clerical chores as well as to perform certain non-teaching functions, such as lunch-room and yard patrol. Each aide works about four hours each day. This time is roughly divided between patrol duties and clerical work.)

In response to Miss Pearl's request for clerical assistance, Mr. Essex, the principal, informed her that he would soon hire several school aides from among the group of mothers who had been the most generous volunteers. It was not long before Mrs. Albia was selected by the principal to assist Miss Pearl with all clerical library tasks. At the time, the principal advised Miss Pearl that Mrs. Albia's personality might present some difficulties and that Miss Pearl could feel free to choose any one of the other three aides who were available. Because of Mrs. Albia's previous experience in the library, Miss Pearl chose Mrs. Albia and assured the principal that she could handle the situation.

Miss Pearl set up a small library office across the hall from the library, transferred all the basic supplies there and worked out the schedule so that Mrs. Albia had the responsibility for checking in and accessioning all new books, typing catalog cards and filing them, and handling all correspondence under Miss Pearl's supervision.

It soon became apparent that Mrs. Albia was unhappy at being removed from the library proper. Miss Pearl quickly discovered that there were certain tasks which Mrs. Albia was not overly fond of, such as the filing of catalog cards. These were allowed to accumulate for long periods. The processing of books seemed to consume an inordinately long time. Miss Pearl attributed this to Mrs. Albia's habit of reading the books as she worked on them. When Miss Pearl remarked that it would be faster if she just processed the books, Mrs. Albia replied that when she was a volunteer she read all the books. Miss Pearl reminded her that now she was on the school payroll and if she wanted to read the books, she could feel free to borrow them and read them at home.

Another source of irritation for Miss Pearl was Mrs. Albia's practice of joining Miss Pearl and a few other teachers during their lunch hour, which was spent in the library. Mrs. Albia would stop working to chat with the teachers whom she knew quite well on the basis of her long association with the school. The loss of the forty-five minutes which coincided with the last hour of Mrs. Albia's service became an habitual affair.

Another element of conflict was created for Miss Pearl by Mrs. Albia's practice of disappearing from her desk for unknown reasons. After careful checking, Miss Pearl determined that these departures were being used for "coffee breaks," "smoking breaks," and periods of socialization with the school aide assigned to the office staff. By some prearranged signal, they would both repair to the staff lounge.

Miss Pearl was determined to improve Mrs. Albia's work habits. She was dissatisfied with the amount of work that her school aide was producing. However, she felt helpless about how to improve the situation.

Questions

1. What steps would you recommend to Miss Pearl to improve the situation?

2. What techniques of personnel administration could be profitably adopted by Miss Pearl in supervising Mrs. Albia's work?

3. What duties may appropriately be assigned to school aides?

VIII. A CASE OF CENSORSHIP
or
What Makes the Difference Between Selection and Censorship?

Two K-6 elementary schools are the "feeder" schools for Dale Junior-Senior High School, which is situated in a small upper-middle class community in Nassau County. The 7-12 school of 1,200 students was in existence for only two years when the librarian, Miss Galva, received the following letter:

> Dear Miss Galva:
>
> I have in my hands a book borrowed from your library which I consider to be quite dangerous to the young boys and girls of ---. My son, David, brought it home to do an assignment for his English class. The book I am referring to is The Best Plays of 1953-1954, edited by Louis Kronenberger and published by Dodd, Mead and Co., in 1957.
>
> I do not mean to criticize you or any committee that may have selected this book for the shelves, since I am aware that it is physically impossible for you to read the entire contents of everything that you order for the school library. However, I am confident that if you will read "Tea and Sympathy" and "Take a Giant Step," you will agree that these are not proper plays for the teenagers at ---, although they may be good enough literature for a much more mature person.
>
> I am writing to you, rather than anyone above you, because I trust that this matter can be settled quickly and quietly, by your throwing The Best Plays of 1953-1954 into the garbage pail, where such filth belongs.
>
> Yours truly,
>
> (Mrs.) Jane Boaz

Miss Galva was quite startled at this, her first encounter with such an accusation. Sometime during the past year, she had spoken with Mr. Welsh, the principal, and suggested that a statement of policy regarding book selection should be considered and clearly defined. This, she had added, should be approved by the superintendent of the three schools and the Board of Education, which is made up of five citizens in the community. Three factors contributed to putting aside Miss Galva's suggestion: the confusion that accompanies the establishment of a new school; Mr. Welsh's plan to accept another position; and the fact that the superintendent was acting in the district on a temporary basis. The letter from Mrs. Boaz brought the subject up again. Soon after reading it, Miss Galva requested an appointment with Mr. Welsh and showed him the letter. After a short discussion with the principal, Miss Galva sent the following letter to Mrs. Boaz:

Dear Mrs. Boaz:

Thank you for your letter of the 20th regarding the book that David borrowed from the school library, The Best Plays of 1953-1954. I have taken the liberty of discussing your letter with Mr. Welsh, the principal, since we do consider a complaint of this nature very seriously. You can rest assured that the matter will be given every consideration. Mr. Welsh is about to leave town for a few days in connection with an educational conference. Upon his return, we will thrash this matter out and formulate a policy in writing regarding book selection which you will be able to see. Meanwhile, I am temporarily removing the book from the shelves and it will be kept in my office.

I would like to mention that I selected The Best Plays of 1953-1954 on the basis of substantial authority, in this case the Standard Catalog for High School Libraries. This book appears on the shelves of all the surrounding high schools as well as our public library, together with The Best Plays of previous years and those of more recent years. The plays that you mention, "Tea and Sympathy" and "Take a Giant Step," may not be about the pleasant things in life, but they are about adolescents and do have a message for them. "Take a Giant Step" not only treats the adolescent problems of stepping into maturity, but has added significance in that the hero is a Negro. "Tea and Sympathy" deals with a more delicate theme. A sensitive schoolboy is falsely accused of homosexuality. He is branded by his conforming schoolmates, and many situations evolve which may make the reading of the play a bit exaggerated, but nonetheless significant.

I am truly sorry that the book has troubled you. I do hope that David will continue to use our library with the same kind of rewarding experience he has had so far.

Yours truly,

(Miss) Helen Galva

Before leaving on his trip, Mr. Welsh sent a memorandum to Miss Galva, suggesting that she give the matter serious thought and be ready to discuss in detail a policy on book selection to be formulated for the district. He would meet with her a week later and perhaps together they could come up with something in the way of a solution to the censorship problem to present to the superintendent and the Board of Education.

Questions

1. What do you think of the course of action taken by Miss Galva after conferring with Mr. Welsh?

2. What official statements on book selection and censorship would be helpful to Miss Galva and Mr. Welsh in formulating a statement of policy for consideration by the superintendent and the Board of Education?

3. Do you consider Miss Galva's judgment in selecting this collection of plays for a high school library subject to censure or praise? Explain.

4. In what ways might the faculty be involved in the disposition of this problem?

IX. HOLDING A BOOK FAIR
or
Is This to be an Educational Experience or a Means of Fund Raising?

P.S. 907 is located in a low socio-economic area of the city. The school is referred to by today's terminology as a "special service" or a "subject" school. Twenty percent of the student population is Puerto Rican, sixty-three percent is Negro, and the remainder is included under "other." A relatively small number of children come from homes which provide many cultural advantages. Even though many of the families receive public assistance, many of the children have spending money of their own.

Mrs. Worth, the principal, is a warm-hearted person who enjoys the respect of the faculty, the students, and the parents. She is quite interested in obtaining every advantage possible for the educational and cultural improvement of the children. Mrs. Worth employs many devices to raise funds for the purchase of television sets, recordings, radios, art reproductions, and other materials which enhance the learning process.

Mrs. Fargo has recently been appointed Teacher of Library. One day, about two months after the start of the term, Mrs. Fargo received the following note from Mrs. Worth:

> Dear Mrs. Fargo:
>
> We usually have at least one book fair a term. How about setting up one soon? I have great plans, but I need the money to execute them!
>
> You're a doll! Thanks.
>
> Mrs. Worth

Mrs. Fargo was concerned since she knew very little about organizing a book fair. While she had been a classroom teacher, she had become involved in the operation of a school-wide book fair but not as the person in full charge. Nor could she imagine how it would be possible to hold a book fair and continue to maintain library services. The upper grades all came to the library once a week for a total of twenty periods and each period represented a preparation period for the teacher of the class. Mrs. Fargo requested an opportunity to speak to Mrs. Worth.

At the meeting Mrs. Fargo expressed her doubts and suggested that the book fair could be more effectively handled by the Parents Association or whoever had done it in previous years. Mrs. Worth countered all the arguments by assuring Mrs. Fargo of her full support and advice. As for the Parents Association, Mrs. Worth stated firmly that she would be criticized for allowing another group to take charge of this activity when it seemed so obvious that anything pertaining to books should be under the jurisdiction of the librarian. Mrs. Fargo was given the names of several companies with which the principal had had previous contact and was told to make all the necessary phone calls for the purpose of obtaining estimates. When all the pertinent data had been compiled, the two of them would get together and decide which company would be used. Mrs. Worth's final words were: "Don't worry about the teachers. I am sure I can handle the matter of lost preparation periods. And the children will get good training by seeing a lot of books and in making their own selections. The loss of a library visit one week is not fatal. Part of the money we make will be used for the purchase of some of the items you have been requesting for the library."

Somewhat heartened by the last comment, Mrs. Fargo went ahead and very soon the A. B. Company was chosen to supply the books because they offered the best discount if the librarian undertook to set up the display herself. A schedule was arranged for all classes to visit. Time was even allocated for the parents to browse and purchase. Publicity was given to the coming event through flyers and posters throughout the school and community. On the designated date, the books were delivered and Mrs. Fargo, with the assistance of school aides and children, set up the materials. When some of the cartons were opened, Mrs. Fargo found crayons, coloring books, slates, flash cards, and other items among the books. Among these were a supply of model airplane kits. Somewhat puzzled about what to do with these items, Mrs. Fargo inquired of the principal and was assured that such materials were always part of the fair and it was permissible to include them. Mrs. Fargo was troubled but proceeded with her preparations for the fair.

The first signs of trouble came when some of the boys informed Mrs. Fargo that the local stationery and toy store, operated by Mr. Chico, had questioned them about the planes. The boys, needing a special glue to put the planes together, had all flocked to the store to purchase the item. They reported that Mr. Chico had seemed quite upset about the sale of model kits in the school, since the same toys were available for purchase in his store. Mrs. Fargo reported the incident to Mrs. Worth and suggested that the toys be removed from sale. Mrs. Worth considered for a moment and turned for advice to one of her assistants to principal. The decision was to continue their sale. Some time during the next day, Mrs. Fargo received a call on the intercom phone from the principal's office directing her to remove all model airplane kits from sale. It seems that Mr. Chico had transmitted his feelings to the district superintendent, charging that the school was in business competition with him and demanding their removal. When Mrs. Fargo went in to speak to Mrs. Worth about the matter, Mrs. Worth expressed her feeling in this way: "Well, we tried but it didn't work." The fair was a financial success anyway, netting a total profit of about $250.00. Mrs. Worth purchased a television set for the school and made some of the funds available to the library for the purchase of some much-needed supplies.

About six months later, Mrs. Fargo again received a note from the principal requesting another book fair. By this time, Mrs. Fargo had had the opportunity to discuss the conduct of book fairs at library school and with her colleagues in other schools. She felt that guidelines would have to be set up before she would agree to take responsibility for conducting another book fair.

Questions

1. What guidelines would you suggest to Mrs. Fargo in conducting another book fair?

2. What merit is there to the idea that the school librarian's area of cooperation with book fairs lies in the selection of materials but not in their sale?

3. How justifiable is it to use the library for the purpose of book fairs when it means that regular library activities must be discontinued?

X. A LIBRARIAN'S DILEMMA

or

How Can Personality Clashes Be Resolved?

Miss Salem was assigned as librarian in a small elementary school where she had previously administered the library as a classroom teacher for a number of years.

The principal, Mrs. Paris, was transferred from another school at the same time. On the first day of school in September, Mrs. Paris made clear her feelings about the position of librarian.

"If I had been given a choice," she said, "I would not have agreed to this appointment. The library runs itself. I would rather have had a teacher of reading or art. However," she continued, "since my predecessor, Mr. Dover, selected you before he left, I shall have to go along with his decision."

Miss Salem was assigned four classes a day and requested to submit a detailed daily plan giving library skills to be taught, together with author and title of each book used in the lessons. Each morning, however, when Miss Salem reported to school, she would find notes from the principal advising her to substitute other classes for those which she had been assigned. Typical memos read as follows:

"Don't cover class 5-3 at 9 o'clock. Cover the kindergarten instead."
and

"Don't cover class 3-2 in the library today. Conduct the class to the auditorium instead where you will find classes 4-1, 6-3, and 5-4. Do a large-group instruction lesson for all four classes."

Thus, Miss Salem was seldom able to use the plans Mrs. Paris had requested, since her schedule was constantly being changed.

Mrs. Paris frequently sent verbal messages via pupil monitors for Miss Green to cover a class until the substitute arrived, or to relieve a teacher for fifteen to twenty minutes for a parent interview or a conference with Mrs. Paris. The requests were nearly always worded as commands:

"Mrs. Paris says to drop whatever you are doing and get to room 319 until the sub comes." or,

"Mrs. Paris says to get downstairs and relieve the teacher on yard duty right away."

Miss Salem began to find herself more annoyed at the principal's discourteous manner than at the frequent disturbances in her program.

In this school, there was an especially difficult sixth-grade class which had had several changes of teachers since the beginning of the term. One morning in November, when Miss Salem arrived, Mrs. Paris greeted her with: "You have to cover class 6-3 for the day because I can't get a substitute." Miss Salem was annoyed at the tone and manner of the command as well as by the nature of the assignment, but she complied and spent the day with class 6-3. That evening, she contacted Mrs. Dixon, her district librarian (a liaison person between the district superintendent's office and the school) and was assured by Mrs. Dixon that this was improper use of library personnel in the absence of an extreme emergency.

Unknown to Miss Salem, Mrs. Dixon spoke to the superintendent about the problem. He subsequently visited the school and, among other matters, discussed with Mrs. Paris her use of the library position.

Mrs. Paris felt that Miss Salem had gone over her head to complain to the district superintendent and she warned her librarian, in writing, that her problems were not to be taken to the district librarian, who was to be considered a resource person, but to her, the principal.

For the next few months, Miss Salem did bring her problems to the principal with the following results:

1. When she requested one or two additional periods to process an unusally large book shipment, she received a letter denying her the time because

a) she should have realized the additional responsibilities she was incurring when she accepted the position,

b) perhaps she was not budgeting her time properly to get the maximum amount of work performed in the time allotted for library administration, and

c) most good librarians she had known did much of their clerical chores at home, on their own time.

2. Miss Salem had trouble with a fourth-grade child who was crawling under the library tables poking at his classmates' legs with a plastic toothpick. When she sent an SOS to Mrs. Paris to help with her authority, the principal's answer was: "It's your problem as well as mine. Handle it yourself and let me know what steps you took."

3. Mrs. Paris rescheduled the coverage periods and assigned all the lowest exponent classes to the library: 1-3, 2-3, 3-3, etc. When Miss Salem asked that some of the better readers also be included in her program, the request was denied on the basis that Miss Salem was "an experienced teacher and should have a more professional attitude about accepting a larger share of the school's problem children."

4. Miss Salem requested time to go to the Board of Education headquarters building to examine new books. The request was denied because the school's program "could not be rearranged to suit one person's whim."

5. When the library received an allotment for books, Mrs. Paris informed the librarian that she would do the ordering herself since she was "an expert in reading and personally acquainted with many juvenile authors, and therefore better qualified to select books for the library."

6. As a disciplinary measure, Miss Salem denied circulation privileges to a child who had been handling books improperly in the library. The parent came to school to see why her child had not been permitted to borrow a book for home reading. Mrs. Paris summoned the librarian to her office and, in the presence of the parent, asked why this had occurred. She refused to uphold Miss Salem's judgment, explaining to the parent that Miss Salem was a new librarian and did not realize that a child should never be denied a book no matter what his behavior has been during a library period. She assured the parent that this would not happen again and dismissed Miss Salem to return to her room. Later in the day, Miss Salem met with the principal to protest the manner in which she had failed to support the librarian's decision and had, in fact, taken the opportunity to reprimand her in the presence of a parent. Mrs. Paris replied that she, as principal, was responsible for establishing school policy and it was her belief that it was never proper to deny a child the use of a book.

Questions

1. What can be done by the librarian to improve the situation?
2. What can be said in defense of the principal's point of view?
3. What can be said in opposing the principal's point of view?
4. What course of action would you recommend for the librarian?
5. To what extent is the principal typical or atypical?

XI. THE RABBI PROTESTS
or
Is Every Book Equally Worthy of Defense Against Censorship?

The Rainbow Book of American Folk Tales and Legends by Maria Leach had been on the shelves for more than a year and no one expected it to become the subject of controversy. The collection of folklore contained legends, tall tales, bad-man legends, and local legends native to the United States as well as to Mexico, Central America, and South America. The book is attractively illustrated in color and black and white by Marc Simont and was purchased with the needs of seventh- and eighth-graders in Ada High School in mind. The author is noted as compiler-editor of the distinguished two-volume Standard Dictionary of Folklore, Mythology, and Legend and other works.

The first indication of any problem was the receipt of a letter from Rabbi Hurst of the Ely Jewish Center in the area. The letter had been forwarded from the local public library and included a statement from its director informing the school librarian that from the accession number mentioned in the Rabbi's letter, it had ascertained that the book referred to must be school property. Upon checking further, the school librarian found this to be correct.

The Rabbi's letter stated that the tale entitled "A Chimalteco Story" contained "an unfortunate inclusion in reference to Jewish integrity and identity." The passages to which the Rabbi took exception were located on the bottom of pages 291 and at the top of page 292: "Jesus fled from the Devil and the Jews for forty days...But at the end of forty days the Jews caught up with Jesus Cristo. They made a cross and crucified him, and made a blind man kill him with a knife...." The Rabbi's letter continued: "Since young minds are exposed to such volumes with unfavorable impressions that may have unfortunate consequences now and later, we sincerely urge that this volume be withdrawn from circulation, pending your investigation, based upon this inquiry." The letter ended by calling for a meeting for the purpose of "discussing these and related matters for the improvement of learning and better understanding of all peoples in the community."

After checking, Mrs. Baker, the librarian, found that the passages quoted by the Rabbi were part of the story. Further checking in the volume proved this story to be a "local legend" of which the following explanation was given in the author's notes at the end of the book:

> This is the acculturated creation-plus-crucifixion story of the Chimalteco Indians, living in Santiage Chimaltenango, a little municipality in the mountains of northwestern Guatemala. Their own language is Mam. To the Chimalteco, Jesus Christo is a local hero. They believe that he created the mountains they live in. He is their god and their ancestor, the first Chimalteco Indian. Was he not crucified at their own 'calvario' in Chimaltenango, by 'the Jews'? To the Chimalteco, 'the Jews' are a strange, mythical people whom they have never seen and of whom they know nothing except from this story. And today Jesus Cristo 'lives in the church.'

> This story is based on that told to Charles Wagley by his informant Diego Martin in Chimaltenango, and published in his monograph Social and Religious Life of a Guatemalan Village, pp. 51-52.

In discussions with the principal, it was decided that a letter should be written by the librarian explaining certain things about the story to the Rabbi. The first draft of this letter read:

> The director of the public library has forwarded to me your letter in reference to American Folk Tales and Legends by Maria Leach.
>
> The book in question is part of our collection of folklore and legends. It is listed with an asterisk* ('especially recommended by the consultants') in the Standard Catalog for High School Libraries, 8th edition, 1962.
>
> The Booklist and Subscription Books Bulletin, published by the American Library Association, makes the following comment about this book: ('A handsomely illustrated treasury of American folklore presented by a recognized authority...Sources are given in appended Author's notes and bibliography. The many illustrations in color and in black and white are in perfect harmony with the vigor and humor of the tales.') April 1, 1958, p. 450.
>
> I regret as much as you do the sentence quoted on page 291 and another similar statement on the next page for two reasons: (1) they are historically inaccurate and (2) they do nothing to promote the brotherhood of mankind. We must remember, however, that these are not the words of the author; she is retelling a folktale of an ignorant South American's mixed-up impression of the Passion of Christ.
>
> Pending a meeting with you, I have withdrawn the book from circulation and am looking forward to seeing you to discuss this problem and others as they relate to our work as educators.

After reviewing the letter, the principal deleted the paragraph which included the phrase "historically inaccurate." He felt that this matter should include some consideration from the Superintendent of Schools, and insisted that this paragraph be withdrawn and something else be included in its place. The librarian had no recourse but to relent. The following paragraph ended the letter:

> I am forwarding your letter and a copy of this reply to our Superintendent of Schools for decision. I am certain that you will hear from him when he has had a chance to review this material, and I shall be glad to discuss it with you at any time.
>
> The letter was signed by the librarian.

While the matter was being decided by the Superintendent of Schools, another letter was received from the Rabbi. He acknowledged receipt of the librarian's letter and thanked the school for its concern with the matter. He understood why a book like this one would be included in a high school library collection but he wanted to state:

> ...why it was necessary for us to write such a note; especially when the reference to the Jewish people was in such obvious distaste,particularly when so many of us of all faiths are doing our utmost for intergroup cooperation.

Once again he thanked the librarian and the school for its cooperation and its consideration and that he hoped for a favorable decision from the Superintendent.

Mrs. Baker was asked to meet with the Superintendent of Schools and the principal for a discussion of the matter.

Questions

1. What is your estimate of Mrs. Baker's action in this case?

2. What is your estimate of the principal's action in this case?

3. What additional actions either of an immediate or a long-range nature would you consider for adoption if you were the librarian in this case?

XII. ADMINISTRATIVE FUNCTIONS OF THE LIBRARIAN-IN-CHARGE
or
What Factors Should Be Considered in Formulating Policy?

Samuel Socorro was forty-five years of age. He had been appointed to the library staff of Central High School eight years earlier, following graduation from an accredited library school in California. His background and experience consisted of service as a shop foreman for a garment manufacturing enterprise engaged during World War II in making uniforms for the armed forces. At the war's end, he found work for about a year as a waiter and worked at this until a librarian friend suggested that he could make better use of his college background as a teacher. At first Mr. Socorro considered the possibility of teaching chemistry, the subject in which he had majored in college. His quiet personality and bookish interests predisposed him to investigate the opportunities in librarianship instead. Following graduation from library school, he was employed for three years in a special library operated by a publisher of weekly magazines.

Central High School, with a student body of almost 5,000 and a faculty of more than 200, included a staff of four librarians. The head librarian was Miss Roselle, a spinster approaching retirement age. The other librarians consisted of Mrs. Griffin, who was completing ten years of service at Central High, and Mr. Weed, who had been transferred from a junior high school one year after Mr. Socorro's arrival.

About six months before her retirement, Miss Roselle interviewed a number of librarians who were interested in serving at Central High. With the approval of Miss Roselle and the principal, a Miss Modesto, a young woman with one year's experience in public library work, was tagged as Miss Roselle's replacement.

The choice of a new head librarian was limited by Mr. Downey, the principal, to the two senior members of the library staff - Mr. Socorro or Mrs. Griffin. Mr. Downey was privately of the opinion that it was more desirable to appoint a man as librarian-in-charge since it was his experience that while women usually worked congenially under the supervision of men, the opposite was not generally true. In his separate interviews with the two prospective candidates, he came to the conclusion that Mrs. Griffin knew more about library administration than Mr. Socorro. On the other hand, Mrs. Griffin was not at all as excited about the prospect of being head librarian as Mr. Socorro was. In fact, she made it plain to Mr. Downey that as a mother of three teen-agers with a house and a husband to care for, the added responsibility might prove to be too much of a strain. Mr. Socorro, on the contrary, became quite excited about the prospect of the change and even went so far as to assure Mr. Downey that he would make every effort to fulfill the requirements of the position. After mulling it over for some time, he asked Mr. Socorro to take charge of the library.

Matters went smoothly in the library during the first two years of Mr. Socorro's leadership. The library program gained increased respect among the faculty and the students. Circulation and reference services took on a new vitality and in many ways the library was recognized as a dynamic and purposeful service agency throughout the school.

As the library's activities grew, a slight but perceptible change began to characterize Mr. Socorro's administration. He showed irritation more readily by responding sharply rather than in his customarily pleasant manner. On some occasions, he raised his voice and was hyper-critical in what his colleagues considered relatively minor matters. Three years after her arrival, Miss Modesto was married and a year later she resigned because her husband's firm had transferred him to California.

Miss LaVerne, a librarian with many years of experience, replaced Miss Modesto. Miss LaVerne had been the librarian-in-charge in her last position but had requested assignment to Central High because the distance to her former post required one hour's traveling time each way. Central High was ten minutes away by car.

Mr. Socorro was most eager to have a person with Miss LaVerne's background and experience. It was upon his recommendation that she had been accepted by the principal. However, despite Mr. Socorro's friendly feelings for Miss LaVerne, it was not long before he began to detect some antagonism toward himself. This was made obvious by a noticeable lack of cordiality on a personal level and by resistance to administrative decisions and requests of all kinds. It seemed to Mr. Socorro that this attitude characterized the conduct of both Mrs. Griffin and Miss LaVerne, between whom a very friendly relationship had sprung up. Mr. Weed remained impervious to all of the stresses and strains and continued to function in his usually efficient manner.

The differences of approach were brought to a head when Mr. Socorro decided to call a staff meeting for the purpose of clarifying library policy in the following areas:

1. The use of an accession book - Mr. Socorro had assigned Miss LaVerne to the task of accessioning. Miss LaVerne expressed her strong conviction that the use of an accession book should be discontinued.

2. The use of library borrowers' cards - Mr. Socorro insisted that all students should carry individual borrowers' cards. It was one of Mrs. Griffin's responsibilities to maintain accurate records of circulation of books and other materials. She held the opinion that the borrower's card should be abandoned as a means of circulation control.

3. The assignment of cataloging duties - Mr. Socorro had assigned Mr. Weed to cataloging work. Mrs. Griffin and Miss LaVerne were of the opinion that cataloging functions should be rotated at the end of each year. Mr. Socorro disagreed on the grounds that Mr. Weed was performing his responsibilities in this area satisfactorily.

4. The organization of the instructional program - Mr. Socorro operated on the principle that all students should be given an orientation lesson soon after entrance into high school and that all lessons thereafter should be taught at the request of individual classroom teachers. Mrs. Griffin felt that a more concentrated program of library instruction was necessary. She believed that every student should be met at least once a year for formal class instruction to be supplemented by lessons at the request of subject teachers.

Mr. Socorro was called upon to set policy in these four areas.

Questions

1. What are the advantages and disadvantages of maintaining an accession book?

2. What are the advantages and disadvantages of using a borrower's card in a high school library?

3. To what extent should the cataloging assignment be rotated? Explain.

4. How should the instructional program be organized in the high school library?

XIII. THE LIBRARIAN AS A MEMBER OF THE TEACHING STAFF

or

What Personal Qualities Are Desirable in a School Librarian?

Mr. Guilford was a principal of long experience. He had a reputation among his colleagues for strong personal leadership and of having the courage to voice his convictions even against opposition from his superiors. He had the kind of bulldog tenacity which teachers find very reassuring when devoted to causes which they support. He had great ability and charm as a public speaker, was personable, approachable, and devoted to the cause of education and culture.

Mr. Chrisman was made aware, in his initial interview with Mr. Guilford, of the situation regarding his predecessor as librarian-in-charge. She had been and continued to be on an extended leave of absence for personal reasons. As far as the principal was concerned, she had forfeited her right to be reinstated as librarian-in-charge although she had the right to her position as a member of the library staff -- if and when she should return. Mr. Chrisman was left with the impression that Mr. Guilford would support the library program vigorously, but that he would expect the kind of hard work and devotion which he himself exemplified.

As he came to know him better, Mr. Chrisman learned to appreciate the qualities of personal integrity and educational performance which were expected by Mr. Guilford. When teachers complained about individual acts of the principal which seemed harsh or unfair, Mr. Chrisman was quick to defend him and to point out incidents of behavior which reflected thoughtfulness and understanding. Being a cooperative person himself, Mr. Chrisman operated on the principle that every librarian should make serious efforts to get along well with his colleagues, with students, and with administrative personnel in the school. This was essential if a librarian was to perform his work well.

Mr. Chrisman's philosophy of library service was put to the test in connection with the service of another member of the library staff. Mr. Newhall had been accepted on transfer from another high school after being interviewed by both Mr. Chrisman and the principal. Both Mr. Chrisman and Mr. Guilford had had some reservations about the quality of Mr. Newhall's service in his former school, based upon the readiness of his former principal to release him. If he was that good, why was his request for transfer so quickly granted? In any case, the vacancy had to be filled within a short time and Mr. Newhall was taken on.

It wasn't long before Mr. Newhall's work became a matter for administrative attention. He would serve his allotted hours but not one moment more. While he was always punctual in arrival, he left with equal punctuality. His quiet manner and timid approach to other school personnel combined the very qualities which would repel a man like Mr. Guilford, who prized warmth and vitality.

The incident which resulted in a clash between Mr. Newhall and Mr. Guilford occurred in connection with preparations for Open School Night. It was a standing directive to the whole staff that any teacher who could not, for personal reasons, attend Open School Night had to inform the principal, in writing, prior to the scheduled date. Without notifying Mr. Chrisman of his intentions, Mr. Newhall sent the following note to the principal:

> Dear Mr. Guilford:
>
> I wish to be excused from having to attend Open School Night exercises because I find it extremely inconvenient to have to return to school after a full day. I live in Brunswick and since I have to go home for dinner, traffic conditions will make it impossible for me to get back here by eight o'clock.
>
> In addition, I would like to point out to you that the library plays a very unimportant part in the Open School Night program since no more than a handful of parents drop in to speak to the librarians. I am sure that my presence will not be needed, especially since the other members of the library staff will be present.
>
> Very truly yours,
>
> Bruce Newhall

If Mr. Newhall had sent in a time bomb, the explosion could not have been more precisely predicted. On his way to lunch, Mr. Chrisman was called aside by Mr. Guilford, who was standing outside his doorway during a change of period when the corridors were full of young people moving in all directions. He described the contents of the communication from Mr. Newhall and expressed his concern about whether Mr. Chrisman was doing all in his power to get Mr. Newhall to view his responsibilities as a teacher and librarian in proper perspective. Since this was not the first time Mr. Newhall had been the topic of conversation between them, Mr. Chrisman repeated his intention of discussing the matter with Mr. Newhall and trying to get him to improve his performance as a librarian. Mr. Newhall was now completing his first year of service at Cambridge High School and Mr. Chrisman felt it was important to present a balanced picture of Mr. Newhall's service. He took this occasion to point out that Mr. Newhall had shown considerable improvement in his relations with the other members of the library staff. Mr. Guilford was not impressed, and the discussion between them ended with the principal saying: "I have responded to the note and you will receive a copy of my reply for your files."

The response was in Mr. Chrisman's mailbox that afternoon. It read as follows:

> Dear Mr. Newhall:
>
> Your request to be excused from Open School Night is denied. As you may know, other teachers in this school commute from greater distances than Brunswick and yet they manage to get back to this school even more frequently than you are being called upon to do. Your presence on Open School Night is requested pursuant to an order from the Superintendent of Schools.

(Letter continued)

Concerning your observation about the library's part in the evening program, I have requested Mr. Chrisman to take responsibility for incorporating the library more integrally into the preparations for the Open School Night program by arranging for appropriate displays of books and other materials. Many of our parents are quite well-read and interested in the effect of the library program upon their children. As a librarian in this school, it is incumbent upon you to assist Mr. Chrisman in developing additional techniques whereby the school library could function more meaningfully in the total educational and cultural life of the school. If what you say is true, then it is a reflection on the library program as a whole.

Very truly yours,

Elmer Guilford
Principal

In a wide-ranging discussion with Mr. Newhall, Mr. Chrisman raised the question of a librarian's role in a high school with special reference to his participation in after-school activities. Mr. Chrisman expressed the complaints of the principal as well as other members of the faculty with Mr. Newhall's limitations. His narrow approach to school problems, his poor relationships with students as well as with teachers and administrative staff were among the issues discussed. For the most part, Mr. Newhall listened or made excuses to justify his conduct. At the end he promised to try to correct his inadequacies.

It was Mr. Chrisman's private conviction that while many of the criticisms leveled against Mr. Newhall were justified, the key to the difficulties lay in the divergent personalities of the staff member and the principal. Mr. Newhall made a valuable contribution in the library as a cataloger as well as in related areas of his work. His quiet personality, his interest in books and his ability to process materials rapidly and accurately were strong qualities from Mr. Chrisman's point of view. He took his work seriously when serving on the floor, supervising the circulation desk, answering reference questions, maintaining discipline in the reading room or in related duties. Technically, he was a proficient staff member. Personally, he lacked important attributes which would have helped him to emerge as an interested member of the school staff. Getting the staff member and the principal to see each other's positive qualities was Mr. Chrisman's task.

Questions

1. What course of action would you pursue in Mr. Chrisman's place?

2. What recommendations could be made to Mr. Newhall to improve his status in the school?

3. What alternatives are available where a state of incompatibility exists between a staff member and a principal?

XIV. THE RESPONSIBILITY FOR LIBRARY INSTRUCTION
or
Who Shall Decide What is Taught in the Library?

Riverview Elementary School had been built without a library in the early 1930s. It was located in a middle-class neighborhood comprised of one-family houses and its Parents Association was keenly aware of the need for a central library. When the school was reorganized from an eighth-grade school to a sixth-grade school, space became available for a library. The decision was made to establish the library in an area equivalent to a room-and-a-half in size on the second floor.

The school population is now approximately 1,100 children, including open enrollment children (children in upper grades whose parents have elected to attend a school outside their residential district for purposes of racial integration). The staff consists of the principal, an assistant principal, two secretaries, forty-one teachers including the librarian, and four paid teacher aides, all of them parents of children attending the school.

The return to school in September was interrupted by an extended dispute between the teachers' union and the Board of Education. The terms of the contract between the teachers and the Board included provisions for the employment of librarians in the schools. Upon her return to Riverview School in September following contract negotiations, Miss Streator, the librarian, was handed a schedule of her program. This included twenty forty-five-minute teaching periods per week plus four fifty-minute lunch assist periods. The practice of assigning librarians to assist in the lunchroom was approved in order to make it possible for all teachers to have a full lunch hour. The work covered during this time had to be prepared by the teacher in advance and was not supposed to involve the librarian in any active teaching.

About a month following the return to school, the principal, Mr. Hammond, approached Miss Streator in the hall one morning.

"Miss Streator, in the future I want all classes which you are covering as a lunch assist to spend that fifty minutes in the library--reading."

Miss Streator explained that she was in the midst of a chore that had to be completed for a class that she would be covering in a few minutes, but she requested time to explain later in the day why she felt his request wasn't feasible. Mr. Hammond said he would be glad to see her at any time.

Her earliest opportunity to talk to the principal came later that afternoon as Mr. Hammond was leaving his office on one of his stints through the hall. She reminded him that she already had the legal number of classes and that the lunch assist periods involved handling youngsters in classes as young as kindergarten age. These children, she pointed out, could not be left to read and it would definitely become a teaching period requiring preparation if they were to be taken to the library.

"Besides," she went on, "the library will need more attention if all these additional children use it."

The principal replied as he examined bulletin boards, stopped at classrooms, looked in, and patted children on the head.

"I'm aware of all that. However, I want every child to have an opportunity to use the library. There is no sense in wasting the time of a trained person like yourself on baby-sitting chores."

Within the next week, the principal came into the library during a change of classes. With the assistant principal beside him, and while the children were still leaving the library, he addressed Miss Streator as follows:

"My impression is that not enough time is being allowed for children to read in the library. I want you to cut down on library instruction and to discontinue the use of library workbooks. They take up entirely too much of the time that classes spend in the library. Why can't some of this material be duplicated and given to the children to be read at home? Please see if you can't get the children to do more reading during library periods."

Miss Streator explained that she divided the forty-five-minute period between a twenty- or twenty-five-minute lesson and time spent in selecting books and reading. Without the library lesson, she reasoned, the children could not use the library intelligently. The principal would not accept her point of view.

"What you teach is garbage," said Mr. Hammond. "They don't need the Dewey Decimal Classification. Just let them read."

Miss Streator assured him that she wasn't teaching them the Dewey Decimal system, just the arrangement of books in the library. She insisted that without the basic library skills taught with the aid of work-books, the children could not gain the maximum benefit from the library visits. The principal left with this admonition.

"Make your lessons five or ten minutes, but that's all. I want them reading. We now have a full-time librarian and we have less reading."

Once during the next few days, Mr. Hammond opened the door during a library lesson, looked around and asked:

"Why aren't they reading?"

Miss Streator answered quietly that they had just come in five minutes earlier and she was reading them a poem. He seemed satisfied.

Mr. Hammond entered the library several times during the next few weeks but each time it was during periods when the classes were engaged in reading. A few times he came in and browsed through the collection when there were no classes in the library and Miss Streator was occupied with administrative tasks.

Miss Streator continued to make improvements in the physical appearance of the library and in the collection. The principal showed genuine pleasure at the general progress of the library program. Although relations between Mr.

Hammond and Miss Streator seemed to be improving, the question of the library curriculum was still unresolved. Miss Streator did reduce the length of time she spent on some lessons to fifteen minutes. She also planned for some periods when no lessons were taught and the entire period was devoted to reading guidance. However, she felt she would like to have the freedom to use the library work-books in her library teaching program, but because of Mr. Hammond's instructions she felt constrained from doing so.

Questions

1. How appropriate is it at the elementary-school level to teach a library lesson for a full forty-five minute period?

2. What justification is there for Mr. Hammond's insistence that all classes including kindergarten be given an opportunity to use the library?

3. What modifications in the library's instructional program would you recommend?

4. What improvements would you consider desirable in the arrangement of Miss Streator's program?

5. What are the advantages and disadvantages of employing work-books in teaching library skills?

XV. MUTILATION OF LIBRARY MATERIALS
or
How Is Responsibility for Public Property Best Taught ?

Dear Mrs. Gardena:

I am really sorry for causing you so much trouble. I don't know why I did it in the first place, but believe me, I've learned my lesson and know it will never happen again. I would like to pay for the book a little at a time so that my parents won't have to chip in. I really feel bad about this whole matter and therefore I am writing this letter of apology.

Mrs. Gardena, librarian of Compton Junior High School, read the letter, signed by Karen Redding, a ninth-grade student, and showed it to her assistant, Mr. Ross. Mr. Ross had already been informed of the background of the incident.

A week earlier, while consulting the Encyclopedia International, Mrs. Gardena had noticed that the right half of page 217 in the fifth volume of the encyclopedia had been cut away as if with a sharp instrument. Mrs. Gardena was disturbed by this and other examples of vandalism which had cropped up recently and she had commented to Mr. Ross about the need for increased vigilance to prevent similar occurrences. It was quite obvious to Mrs. Gardena that the removal of the material could only have occurred in the library since the encyclopedias never circulated. She had resolved to track down the culprit in this particular case, if at all possible.

Her first action was to speak to each of the Home Economics teachers whose classes had visited the library the previous week in connection with a project in which students were called upon to write individual reports on foreign foods and cookery. Each student was expected to choose a specific country of the world for analysis of its cooking and eating habits in terms of its regional variations.

Mrs. Gardena explained the situation and requested the teachers' cooperation by allowing her to check the students' written reports as they were turned in. After looking at more than thirty reports, Mrs. Gardena found the paper by Miss Redding on American cookery which provided a basis for Mrs. Gardena's suspicion that it was based upon the material that had been removed from the encyclopedia.

As a librarian of more than ten years experience, Mrs. Gardena knew that libraries of all levels and types were at some time or other concerned with problems of mutilation and theft. She recalled, from discussions at library school and with her colleagues, examples of mistreatment of materials in the elementary and senior high schools. Through professional reading, she was aware that similar acts were perpetrated in public, college and university, and even in some special libraries.

Built in 1958, Compton Junior High School was not unlike many other schools in suburban communities. Its school population of 1,700 students included a good proportion who would, based upon past performance, eventually go to college. Between 1950 and 1957, a rapid burst of building had brought a number of cooperative garden apartments, a few apartment houses, and several thriving shopping centers into the community. From a once-rural area which boasted a few families which could trace their ancestry back to the Revolutionary War, it had become an established community comprised mainly of middle-class professionals and white-collar workers. The ownership of two cars in a single family was quite common. Many fraternal and charitable organizations were active in the community. The public library was housed in an imposing structure inside which the needs of adults and children were well cared for. Beautiful parks and playgrounds, bicycle paths, and facilities for recreational activities offered numerous and varied leisure-time activities. All of the major ethnic groups were represented in the population with a preponderance of Jewish and Italian families. About five percent of the school-age youth attended parochial and other private schools.

The library at Compton Junior High is centrally located on the second floor of a three-story building. It is a comfortable room, measuring 1,537 square feet. Attractively arranged bulletin boards, mobiles, and art work adorn the room. One whole side of the library is lined with windows, beneath which are shelves which permit the arrangement of two rows of books. The library accommodates thirteen rectangular tables and sixty-nine chairs. The book collection is nearing the 10,000 mark. Mrs. Gardena and Mr. Ross have succeeded in establishing an attitude of respect for the library with their insistence on the use of the library for serious work.

After consulting with Karen's Home Economics teacher, Mrs. Gardena sent a student aide to the home room in order to escort Karen to the library. The escort returned, accompanied by a slight, pretty girl of about thirteen, with short, brown hair, neatly attired, and betraying signs of nervousness.

"Won't you sit down, Karen?" asked Mrs. Gardena when they had entered the library office.

Karen complied, and Mrs. Gardena began:

"Karen, I thought you could help me settle a question. Yesterday, I noticed that an article dealing with the subject of 'American cookery' had been removed from the Encyclopedia International. In looking through the reports submitted to the Home Economics teachers, I see that your bibliography on this very subject includes a reference to this encyclopedia and that the content of your paper follows the same pattern of development as the article. Should I conclude that there is a connection?"

Mrs. Gardena was angry despite her effort at self-control. At first, Karen denied any knowledge of the matter, then she changed her story to say that she had found it lying on the floor and had decided to use it. Finally, under some prodding, she confessed in tears that she had indeed removed the article herself. She explained that she had done it when Mr. Ross was occupied in another part of the room.

"Why did you do it?" asked Mrs. Gardena.

"I couldn't stay after school and I needed the material to finish my report for the next day. What are you going to do to me, Mrs. Gardena? I hope you won't tell my father." pleaded Karen.

"I will have to think about it a little longer, Karen." admitted Mrs. Gardena. "I'll let you know what my decision is tomorrow morning. You are to report to me here in the library before reporting to your first period class."

Questions

1. What punishment should Mrs. Gardena impose for this act?
2. What techniques are most effective in preventing this kind of offense?
3. Should reference materials be allowed to circulate?

XVI. COOPERATIVE RELATIONSHIPS
or
How Can the School and the Public Library Work Together?

Located in a middle-class neighborhood of a mid-Western city, Fairview Park High School accommodated a student population of 3,400 in a physical plant which was originally intended for a maximum of 2,800. The school is on double-session and is open from 8:00 a.m. to 4:00 p.m. daily. About eighty-five percent of the graduating students apply for admission to either two- or four-year colleges.

Mr. McFarland has been the school's only principal since its opening seven years ago. His philosophy of administration is summed up in his comment: "I'm not running a popularity contest. I judge my teachers by their results and expect to be judged in the same way."

The library at Fairview Park High is attractive in its arrangement of reading materials and furniture. Located on the second floor of the building, it measures sixty-six feet by fifty-five feet. Despite its size, it is capable of seating no more than sixty-five students at regular library tables. About half a dozen soft lounge chairs are available in different parts of the room.

Mrs. Cheviot, head librarian, is assisted by two full-time professionals. A staff of student aides performs many of the routine clerical chores which include preparation of books for circulation, shelving books, and related activities. Some students, especially those who have volunteered to serve for more than one semester, have become quite proficient at these tasks.

Mrs. Cheviot, busily engaged in trying to clear up the mail which had accumulated during the Christmas holidays, was called to the school telephone. The following conversation took place:

"This is Miss Patricia Andrews, reference librarian at Hamlin Public Library. May I come over to talk to you sometime later today?"

"Of course, Miss Andrews. Would you like to join me for lunch? I eat about 1:00 o'clock. If you will meet me in the library office at that time, we can go down to the faculty cafeteria together."

Miss Andrews arrived on time, accompanied by Mrs. Brady, the young adult librarian of the Hamlin Public Library. On the way to lunch, they met Mr. McFarland in the corridor. Mrs. Cheviot stopped long enough to introduce her two visitors to the principal, who greeted them warmly.

Seated at lunch, Miss Andrews broached the reason for coming.

"During the Christmas holidays," she began, "we must have had about 500 of your tenth-grade students working on the topic of conservation. I think the exact title of the paper they were asked to write was 'Preservation of our Natural Resources'."

At this point, Mrs. Brady interposed.

"We nearly went wild with them. They had a list of about a dozen titles which they all insisted were the only books they were permitted to read and they wouldn't accept any substitutes. Because we had had no prior notice of the assignment, practically all of the copies of the titles they wanted were already in circulation. We tried to round up duplicate copies from our branches, but the same thing had already occurred there. We tried to be helpful by suggesting other sources of information - in the encyclopedias, periodicals, and government documents, but they were adamant. They felt they had to have the titles on their list. Pretty soon we began to get a barrage of phone calls from distraught parents, who were worse than the children. They demanded to know why we weren't of more assistance and they simply wouldn't listen to our reasons."

This was the first inkling of any problem in public library use that had come to Mrs. Cheviot's attention. She wondered who was at fault in failing to keep the public library informed and she made a mental note to talk to Mr. Sidney, the chairman of the Biology Department, in order to prevent any recurrence. Mrs. Cheviot was aware of the tremendous burdens imposed upon the public library system by public- and private-school children and young adults. She recalled reading a recent newspaper account of a meeting between the Director of the Public Library and the Superintendent of Schools and wondered aloud if similar problems were occurring in connection with other schools.

"Oh yes, the problem is pretty widespread. We plan to visit all the schools in Fairview Park in order to effect some improvement. We'd like very much to have you see what can be done about it here," replied Miss Andrews.

Mrs. Cheviot was completely sympathetic and promised to take appropriate steps to avoid any repetition of the occurrence. Following lunch, she escorted her guests out of the building and stopped at the principal's office. After a few minutes of waiting, she was told the principal was ready. Mrs. Cheviot explained the reason for the public librarians' visit. Mr. McFarland listened patiently and when Mrs. Cheviot had finished, he asked:

"Why are they so excited? Don't they want our students to use the public library's resources? It seems to me they should be happy our youngsters are eager to use the library."

"Oh, I'm sure they welcome our students but they want some advance notice so that they can prepare properly. From my own experience, I know their facilities are very limited in the Reference Division. What complicates it is that during Christmas recess, many college students who are home for the vacation rely on their facilities and resources heavily. Also, they have to meet the normal, everyday demands of the general public. Taken all together, they are extremely overcrowded," concluded Mrs. Cheviot.

"Well, what do you want me to do?" inquired Mr. McFarland.

"I'd like to present the problem of school use of the public library and how we can cooperate in making it possible for the public librarians to serve our needs more efficiently."

"O.K. You may have fifteen minutes at the next chairman's meeting."

Questions

1. If you were the librarian in this school, what would you say to the chairmen?

2. What should be the school librarian's goals regarding public library use?

3. What are some of the problems that arise in public libraries in connection with their use by elementary- and secondary-school students?

4. What steps can the public library authorities take to promote constructive cooperation with school children and young adults?

XVII. THE USE AND ABUSE OF A HIGH SCHOOL LIBRARY PROGRAM

or

When Is It Legitimate to Use the Library for Non-Library Activities?

Imperial High School, with a student population that exceeds 4,000, is one of the largest coeducational high schools in a large mid-Western metropolitan center. Located in a middle-class residential area, the school admits students from outlying parts of the city under an "open enrollment policy." Thus, there is a mixture of ethnic and socio-economic groups within the school which includes affluent white and Negro youngsters as well as the disadvantaged elements of both races.

Although the building was constructed almost forty years ago, it is still in fairly good condition. The library, 150 feet long and 100 feet wide, is situated on the top floor of a three-story building. Its appearance is most impressive because of its size and general arrangement. Large murals adorn the walls. These illustrate the progress of our nation from the time of the early settlers to the present.

According to the Board of Education's formula of employing one librarian for every thousand students, four regularly appointed librarians comprise the staff. Because of overlapping sessions, the entire staff is available in the library at one time for only a small portion of the day. Mrs. Tracy, the head librarian, has been in charge for the past five years since the death of her predecessor. Before that Mrs. Tracy served for a number of years in a vocational high school in the same city. The other members of the library staff have been employed at the school for periods ranging from two to five years. Generally, the four librarians, all women, get along fairly well, though there are a number of procedures that the newer staff members would like to see altered. Mrs. Tracy is resistive to some of these changes and there is some latent dissatisfaction about Mrs. Tracy's leadership on the part of her library colleagues.

Mrs. Tracy has made a conscientious effort to increase service to teachers and students alike since she assumed charge. The library enjoys excellent rapport with the administration, the teachers, and the student body. According to her staff, Mrs. Tracy is unwilling to antagonize anyone by refusing any request even when the request is not in the best interests of the library program. As a result of this policy of accommodation, a number of abuses of the use of the library quarters have occurred. During the past few years, several group activities were permitted to take place in the library which have deprived the students of the space and its resources. Each September, the Parents' Association holds a tea which requires that the library be closed for six periods of one school day. The monthly faculty conferences are held in the library and these consume about four periods of one day because one conference is held in the morning for late-session teachers and another is held in the afternoon for early-session teachers. The G. O. delegate assembly and the Honor School assembly alternate each month in holding their meetings in the library. Each semester, one full day is used for the administration of the state scholarship examination and another full day for the Iowa Tests of Educational Development.

Musical, artistic, and other cultural programs are presented at different times during the school year by the municipal Center of Performing Arts. These are always arranged in the library when regular library activities are suspended, usually for four periods on Friday afternoon. For these occasions, a grand piano is permanently stationed in the library in front of the circulation desk. For special programs, a second piano is brought into the library where it remains for a few days until the performance has been completed. Two days before the presentation, a piano tuner arrives to tune the piano while the students are conducting research and trying to read.

One day, the principal, Mr. Folsom, appeared in the library office to speak to Mrs. Tracy.

"Mrs. Tracy," began Mr. Folsom pleasantly, "I would like to get more students from the study hall to use the library. My impression is that they do a lot of fooling around in the auditorium."

"Well, Mr. Folsom, aren't these youngsters likely to behave in the same way up here?" replied Mrs. Tracy defensively.

"No. My thought is that we'll ask for volunteers in the study hall of students who would like to report to the library every day instead of to the auditorium. Their study-hall teacher would accompany this group, take their attendance, and perhaps supervise their study and work habits with your assistance."

"We'd be glad to cooperate, Mr. Folsom, as long as we do not have to check attendance, but it is my feeling that other students who have serious need for the library from time to time will find it more difficult to gain entry to the library."

"I fail to see why that should happen. Actually, all other students can continue to come up in the usual manner that has been in practice by presenting a signed program card."

Mrs. Tracy was unhappy at the turn of events but realized that it was futile to argue the matter further. What materialized was different from what Mr. Folsom had envisioned. Each period of the day, study-hall groups of twenty-five to thirty students (some periods two such groups were involved) reported to the library with a teacher who checked their attendance. Usually, the teacher became involved in his own work --marking papers, reading library material, or becoming engrossed in a chess game being played in a corner of the library. The result was that these students were permitted to merge with other readers and users of the library while the assigned teacher performed only the slightest role in maintaining discipline. The librarians, instead of being able to concentrate on the tasks of assisting the serious students, had now become unwilling disciplinarians of large numbers of bored students.

The consensus of the four librarians, formulated after repeated discussions, was that the true function and value of the school library was being dissipated by a variety of services that could and should be performed elsewhere.

Questions

1. When is it legitimate to use the school library for purposes not directly associated with the library?

2. What should be the relationship in a secondary school between the library and the study hall?

3. What can be done to improve the present situation?

XVIII. A MEMORIAL COLLECTION
or
Is the Good Will of Teachers More Important than Good Management?

At the September faculty meeting held during the opening week of school, Mr. Bell, English teacher and Dean of Boys at Maywood High School, rose to deliver a eulogy in memory of Patrick DeWitt, teacher of English, who had died during the summer after an extended illness. Mr. DeWitt had served with distinction as the school's college advisor for many years. His warm personality and delightful sense of humor had endeared him to both his students and his colleagues.

Mr. Bell informed the faculty that he had discussed the question of an appropriate memorial with the teachers in the English Department. It was the consensus of the department that a portrait of Mr. DeWitt be hung in the library. Somewhere in the library, a collection of books would be organized with an identifying plaque. Faculty members were invited to contribute suitable books from their personal libraries as well as to donate funds for the purchase of new books.

This was the first inkling that Mrs.Schiller,head librarian of Maywood High School, had had of the plan for a memorial collection. She was somewhat chagrined that she had not received prior information about these plans in which the library was to be so intimately involved. However, sensing the emotional overtones of the occasion, she refrained from any comment at the meeting.

Maywood High School Library's most serious problem was lack of space. Within its limited physical quarters, which measured roughly one hundred feet by thirty-five feet, it was barely able to cope with the needs of its 2,300 students and its ever-increasing collection of printed and audio-visual materials. By skillful placement of double-faced bookshelves,it had been possible to cordon off an alcove at one end of the library for teacher use. Office space for the three library staff members was minimal.

Shortly after the faculty meeting, Mr. Bell came to the library to confer with Mrs. Schiller about a suitable place for the portrait, the collection, and the plaque. In the interim, Mrs.[illegible] discussed the matter with her two colleagues on the library staff. Mrs. [illegible] woman of forty, had objected vigorously to the whole idea. She had recent[illegible] out of school for about six weeks following surgery for cancer and she did not wish to have a constant reminder in the library of a deceased colleague. Mr. Gould, the third member of the staff, thought that hanging a portrait of Mr. DeWitt would set a precedent for the future which could create problems. Thus far, he pointed out, only art works had been displayed in the library and he felt that policy should be continued.

Mrs. Schiller told Mr. Bell of the library staff's objections, and he expressed his displeasure and disagreement. Nothing further was said but a few days later Mr. Bell notified Mrs. Schiller that the portrait of Mr. DeWitt would be placed in the hallway near the college advisor's office where Mr. DeWitt had worked before he became ill.

By way of preparation, Mrs. Schiller suggested to Mr. Bell that it would be desirable to have a book-plate designed by one of the art teachers on the faculty and printed within the school by linoleum-block process. A copy of the book-plate could be pasted to the front end paper of each book to identify it as part of the memorial collection. Mr. Bell agreed that this was a good idea.

A week later, every member of the faculty received an invitation to contribute money and books for the memorial collection. Within a few weeks, a substantial number of books had been given, together with a sum of $125. Mr. Bell requested Mrs. Schiller to assume responsibility for the selection of appropriate titles. It was Mr. Bell's intention that the memorial collection would be housed in a prominent place in the library, though he had no definite ideas about its exact location. Mrs. Schiller pointed out how crowded the library was.

"It never occurred to me," said Mrs. Schiller, "that you intended this to be a permanent collection! It seems to me these books will be more useful if they are classified by Dewey Decimal numbers and shelved with the rest of the collection. After all, the book-plates will serve to identify each volume."

"That would defeat the whole effect of a memorial collection," replied Mr. Bell.

"Well, we can place the volumes on display for a few weeks until everyone has had a chance to see them. After that, they can be permitted to circulate."

Mr. Bell was unhappy with the suggestions. "Well, what about the plaque? Where would you suggest that it be placed in the library?"

Mrs. Schiller suggested that, since the books would be integrated into the entire collection, the plaque should be placed with the portrait in the hallway.

"You have thwarted me every step of the way, Mrs. Schiller," said Mr. Bell angrily. "Is this your library, or does it belong to the school?"

Mrs. Schiller sought to mollify him, but he left, saying that he would have to discuss the matter with the principal, Mr. Manheim.

The next day, Mr. Manheim asked Mrs. Schiller to join him in his office for a discussion of her objections to the memorial collection.

Questions

1. Is the library an appropriate place to hang portraits or photographs of deceased faculty members? Explain.

2. How should memorial collections be handled in a school library?

XIX. THE LIBRARY THAT OUTGREW ITS BRITCHES

or

What Can the Librarian Do About the Space Problem?

The Jefferson Elementary School opened its doors about ten years ago to accommodate the children of a newly planned housing project. However, because the school building was completed before the project, it became necessary to re-zone the neighborhood in order to provide additional students for the school.

In the beginning, only twenty of the thirty classrooms were occupied. Two years after the school was built, students were being bussed in from a neighboring school under an open enrollment plan. By the end of the third year, the pupil enrollment had swelled to 1,670 and the school was no longer underutilized. All classes from grade 1 through grade 5 attended school on a part-time basis. In the following year, a wing was added to the building in order to provide fifteen more classrooms. Still there was not enough room and the first and second grades attended on a part-time schedule.

The library is located on the second floor of the building. It is a bright, cheerful room which is about six feet longer than the average classroom in the school. At the time the school opened, the library seemed more than adequate. The book collection was woefully small. The book shelves were, for the most part, empty. Audio-visual materials and equipment were kept in a small storage room on the third floor of the building. There was adequate seating space in the library for an average-sized class. Mrs. Webster was assigned to Jefferson Elementary School as its first trained, full-time librarian. At the time of her arrival, the collection consisted of 3,600 books and about twenty-five professional volumes for teachers' use. Up until that time, the processing of books had been the responsibility of a school aide who had had no library science training.

Audio-visual materials and equipment continued to be housed on the third floor and these were supervised by another school aide. Mrs. Webster was informed that she would have no responsibility for the selection, cataloging, storage, or distribution of these materials and equipment.

In the four years since Mrs. Webster's appointment, the collection has grown to almost 10,000 volumes housed in sixteen bookcases, each of which consisted of six shelves. The allotments for the purchase of library books have increased substantially. The overcrowding has reached the point where no additional volumes can be added to the already bulging shelves. Many of the classrooms have their own collections of library books and pupils are being permitted to borrow more than one book for home use in order to further relieve the pressure created by the constant addition of new volumes.

Mrs. Webster has given considerable thought to the problem of additional space for the library. She first broached the subject to Mr. Barnes, one of the school's two assistant principals, who agreed that the library was unreasonably overcrowded. He went on to say that he hoped some day to see the teachers' professional collection expanded with space provided for teachers in more comfortable surroundings.

Mrs. Webster then approached the principal, Dr. Irwin, whose reaction was: "Of course you're overcrowded. The whole school is overcrowded. There is just no available space. What can I do?"

Mrs. Webster had no ready answer. All she could say at the moment was, "Something has to be done."

"I'm willing to buy more bookcases, but that's as far as I can go."

Mrs. Webster pointed out that there was neither wall space nor floor space in the library for additional shelves.

To this Dr. Irwin replied, "Well, I'm sorry but we can't add a new wing, you know. Unless you can think of something, I'm afraid we're stuck with what we have."

During the next two months, Mrs. Webster studied the situation intensively. She knew that the school was slated for modernization and she hoped that it would become possible to enlarge the library quarters so that certain features of recent library planning could be introduced. She was convinced that the time was approaching when the librarian would assume responsibility for the audio-visual materials in the school in line with the instructional materials center concept. She was interested in expanding the physical quarters to include a story-telling area, a conference area for pupils and teachers, space for teachers in which they could prepare teaching materials, a librarian's office, workroom space, and an area for the storage of audio-visual equipment. She even hoped to be able to provide several carrels for study purposes. Mrs. Webster was under no illusions about the difficulties of the situation, but she was determined to effect some improvement.

Questions

1. What initial steps should be taken by Mrs. Webster in studying this problem of modernization?

2. What long-range possibilities may be considered in achieving the goals Mrs. Webster has in mind?

3. What precedents exist in library literature which point out possible avenues for improvement?

XX. THE ROLE OF THE DISTRICT LIBRARIAN

or

How Can the Supervisor Best Serve the Librarians and the Board?

Mrs. Berwyn, District Librarian in the Lodi School District, was an experienced school librarian with twenty-two years of service in public and school libraries. She recognized the signs of reduced morale among the high-school librarians of the district and she was concerned. She detected evidences of change on the part of the head librarians of the four high schools in the district -- Mr. Forest of Farmington High School, Mr. Tupelo of Claremont High School, Miss Wyckoff of Campbell High School, and Mrs. Greenwood of Davenport High School. The Lodi District is located about forty miles from a major metropolitan center in a typically suburban area. A strong emphasis by the parents of the district on continuing education beyond high school is reflected in the large number of students who look forward to attendance at college or other technical training beyond the twelfth grade.

All four high schools were constructed within the past ten years. The student population in each does not exceed 2,500 and overcrowding is not an acute problem. The school plants are attractive and spacious. Within each library suite, provision has been made for a library classroom, listening and viewing facilities, and individual study carrels. Each of the school libraries is staffed by at least two professional people as well as a full-time clerical assistant.

As Chairman of the Library Department, Mrs. Berwyn is also responsible for central processing. Problems pertinent to individual schools are usually resolved by the building principals and the librarians in each school, but district-wide policies are issued through the District Librarian's office. In many ways, Mrs. Berwyn has developed good rapport with the building principals and the library staffs. Her advice is frequently sought by other district administrators on library matters. On the whole, she has ably represented the librarians before the Superintendent and the Board of Education by forthrightly presenting her professional views.

The question of library hours became an acute issue for the high-school librarians when, upon returning from their Thanksgiving vacations, they were informed by their building principals that the school library's hours had been extended to 4:30 p. m., three-quarters of an hour beyond their customary closing time. The Superintendent, Dr. Worland, had indicated that this policy was to be implemented in each high school within the week and remain in effect until further notice. During the meeting which Mrs. Berwyn hastily arranged with the Superintendent, she was informed that the Board of Education had received a number of parental requests to extend school library hours, mainly on the grounds that students were not being provided adequate time to fulfill their reference and research needs. Dr. Worland reminded Mrs. Berwyn that, as she well knew from their previous discussions, a great burden was being placed upon the public library of Lodi by closing the school libraries at 3:45 p. m. It was hoped that the extension of the school library day by three-quarters of an hour would help to relieve the burden on the public library. Mrs. Berwyn argued that, regardless of the merit of the Board's position, the imposition of the change in the middle of the semester was unfair to the library staffs since they had already made certain prior commitments. She also pointed out that extra-curricular activities would tend to draw students away from the library between 3:45 and 4:30 p.m. Dr. Worland replied that the Board felt strongly about the matter, and had, in fact, suggested at first that the senior high-school libraries be kept open until 5:00 p.m. He indicated he would leave the details to Mrs. Berwyn and the building principals. He expected that she would keep him informed of any further developments.

"After all," he concluded, "it isn't such an unreasonable request since we aren't changing the librarians' hours. Each team can work out its own schedule."

That same afternoon a meeting of the library staffs was called. There were numerous expressions of dissatisfaction, but the result was that the librarians present realized they would have to accept the new arrangements. It was decided to appoint a committee of four -- one from each high school -- whose task it would be to compose a letter, to be signed by those wishing to do so, in which the staffs would express their reactions to the specific directive on library hours and library problems in general. The following letter was signed by ten of the twelve high-school librarians and forwarded to Mrs. Berwyn:

> Dear Mrs. Berwyn:
>
> The undersigned are chagrined at the action of the Board of Education in extending the library hours in the high schools without any prior consultation. The suddenness of this directive is unfortunate since it has created serious personal inconvenience. Many of us have already made arrangements for transportation to and from school, have outside obligations involving children, and attend library school courses after 3:45 p.m.
>
> Knowing that you have the welfare of the libraries and their staffs at heart, we feel it necessary to request your intercession in effecting the following improvements in the high school library program:
>
> 1. The high-school librarian's day should be equal in length with that of teachers. At the present time, teachers serve 6 3/4 hours daily inclusive of lunch. Librarians serve 7 3/4 hours daily inclusive of lunch.
>
> 2. A free period for the preparation of library lessons, bibliographies, exhibits, and related library activities should be scheduled as a regular part of every high-school librarian's day. This time could be used by the librarians for discussions with teachers on how the library's resources can be integrated with the work of the classroom.
>
> 3. Consideration should be given to making funds available for the employment of qualified students in the libraries. The present system of using voluntary service from high-school students is a form of exploitation which is unjustifiable on practical as well as educational grounds.

(Letter continued)

4. The position of Chairman of Library should be created in each of the high schools. This position will provide the leadership required within each school and will also create the incentive for promotional opportunity so much needed in the school library field.

We appreciate your long-standing interest in our school libraries and pledge our cooperation in their further improvement.

Mrs. Berwyn read the above letter with mixed feelings. She knew it reflected the agitation of the librarians aroused by the Board's action in extending library hours. At the same time, she was aware of the need for improvement of library services which prompted the Board's action. She wondered what to do.

Questions

1. What could have been done by Mrs. Berwyn to prevent the present situation from developing?

2. What is your position on the four points raised by the high-school librarians in their letter?

XXI. THE NEGRO'S IMAGE IN ART

or

What Can Be Done with a Library Mural which Stereotypes the Negro?

Lincoln High School, erected in the late twenties, occupies four square blocks in the heart of a major metropolitan area. At the time of its construction, the area surrounding the school was populated by Italians and Jews of modest income inhabiting small one- and two-family homes. As had happened in many other parts of the city when Negroes began to move into the area, the white inhabitants moved out into the suburbs in greater numbers.

Lincoln High School is a four-story structure, still in good condition but in need of modernization. Located on the top floor, the library is a large, attractive room with windows along its entire length on one side and considerable wall space on each of its other three sides. The spacious library quarters, measuring one hundred-fifty feet in length by seventy-five feet in width, are paneled in dark oak, which contributes to the dignity and beauty of the room. Lighting conditions are generally poor throughout the room, despite the presence of a large skylight overhead.

In 1932-33, the newly-appointed principal of the school, Dr. Eaton, was able to interest the Federal Art Project of the Works Progress Administration to undertake the painting of a fresco to be called "The Development of American Civilization." Similar murals were being designed in a number of municipal buildings at that time in connection with federally-supported efforts to provide gainful employment following the stock market crash of 1929 and the depression which followed.

Mr. Jerome Robinson, an artist of some renown, was commissioned by the Board of Education to execute the project. It was completed and dedicated three years later. For this work, the Architectural League awarded him its gold medal of honor. During those years, the artist planned and completed murals in other public buildings, notably in the capital, and in each of these works his artistry has been acclaimed as having outstanding merit.

The mural at Lincoln High School begins on the east wall and shows a figure of an Indian of the Americas first harnessing the lightning in his hands and thus becoming aware in primitive terms of the possibilities of taming nature and the elements. The succeeding mural indicates Indians of this continent at work in the fields, planting and reaping, signifying the basic concerns of earlier and simpler peoples with the universal need for food and shelter. Nomadic existence eventually gives way to a more settled status in organized communities with the introduction of a code of laws to insure orderly growth. These concepts are transmitted by scenes depicting the growth of larger communities and by efforts to provide education to inquiring minds. Subsequent views show the invasion of this hemisphere by European explorers and the spread of Christianity among the native peoples of the new world.

On the north wall, the first panel shows the indigenous Indian population and the Spanish conquerors vying for supremacy. The former, sensitive about its past culture and essentially spiritual in its attitudes toward life, is inexorably eclipsed by the more advanced newcomers who are able to apply their superior technology to waging war, building cities, and governing their more primitive subjects. Later panels portray men of religion striving to keep alive the arts and teaching the native populace while plague and devastation sweep the land. A later panel represents the inquisitive minds seeking to break away from the dogma and ritual of the church and directing its energies toward improvement of man's conditions on earth. Despite the spell of witchcraft and superstition, there is an awakening among people to the beauty of life about them. The force of their enlightenment helps to destroy their bondage to centuries of ignorance and oppression.

Continuing along the north wall, panels characterize the progress of American civilization to its state of development at the end of the nineteenth century. Norsemen, Spaniards, Dutch, and English are all personified among those who have contributed to the exploration and development of this new continent. Their combined talents and spirit are exemplified in the figure of the American pioneer who continues to expand the frontiers westward.

The final scenes along the west wall unfold the story of the development of a dynamic and powerful American civilization during this century symbolized by the complex, interrelated activities which characterize the life of modern man. In the center of this vast canvas, above the rest of the entire mural and forming a background for everything below, is shown the broken chains and open arms representing the attainment of freedom and the accessibility of knowledge for those who will grasp it. A quotation from Walt Whitman's LEAVES OF GRASS reads as follows:

> "And that where I am or you are this present day,
> There is the center of all days, all races
> And there is the meaning to us of all that has ever come
> of races and days, or ever will come."

Depicted in this final panel is the extension of the railroad; the spread of agriculture; the growing emphasis on medicine, law, science, and technology. Out of this panoply of scenes, one merging into the other, arose the difficulties. One day a Negro girl, charging her books at the circulation desk, engaged the librarian in a conversation about the content of the mural.

"Why should the Negro be depicted only as a slave, picking cotton, in a mural devoted to the evolution of American life? Why is no recognition given to any of the black men who have made contributions as lawyers, doctors, or scientists? Couldn't one of them have been included?"

The librarian tried to explain that all of the different aspects of the broad theme could not adequately be treated in any mural. She further commented that the scene in which three Negroes were depicted working in the cotton fields while another was shown working on the railroad was intended to emphasize the Negro's role in the development of America and as such ought not be interpreted as being in any way derogatory to the Negro people's contribution to

American civilization. The librarian ended by saying:

"After all, as students we can't overlook the facts of history. The Civil War did take place over the issue of slavery and most thoughtful people today are willing to admit that the Negro has been oppressed for almost three hundred years. Instead of trying to deny the historical facts of the past, we ought to face up to them and resolve to undo the past by intensifying our efforts to improve conditions in the future."

The young lady was unconvinced. She indicated that many other young Negro students felt the same way that she did.

"It's not a matter of denying the past. What bothers us is that by presenting the Negro as a field hand and as a laborer, we're projecting an image that young Negroes are not happy about. We want to see that image changed and we think the place to start is in the school."

A few weeks later the question of the mural came up for discussion at a Parents' Association meeting. Some parents, both Negro and white, expressed the feeling that the mural tended to reinforce a feeling of inferiority among Negro students. They stated the view that the concept of the Negro as the intellectual equal of the white race could not be propagated by visualizing the Negro's slave role in history.

Other parents argued that the mural represented historical truth and that its total effect on both white and black students was equally constructive insofar as it presented for all alike the injustice of slavery. How was it possible to ignore the past in art any more than in books, some asked. After much discussion, the Association concluded that it would present its deliberations to the principal and the librarian of the school with the request that these two people be invited to attend a subsequent meeting to present their points of view.

At the next meeting, the librarian acknowledged that the mural seemed to be attracting the attention of an increasing number of students. She attributed this in large part to the growing sensitivity toward problems of racial equality among young Negroes.

The principal stated his view that any changes in the mural were simply out of the question. It was his firm conviction that it would be most inappropriate to consider any alteration of an artist's work. He proposed that the whole issue could be handled more positively by displaying art work which projected a positive image of the Negro. These could be made available both in the library and throughout the school.

After more discussion a committee was appointed to give further study to seeking an acceptable solution. It recommended what it thought was a compromise. Since the panel in question included the faces of several white scientists at work, it was proposed that one of these figures be repainted black. In this way, a more balanced representation would have been achieved in portraying the Negro's contribution to American science and the mural would thus convey a more accurate and realistic picture of American society today.

Questions

1. What solution to the problem would you recommend as librarian-in-charge for consideration by the Parents' Association?

2. Should alteration of the mural by substituting a Negro scientist for a white scientist be entertained as a solution?

3. What is the relationship between this problem and that of censorship?

APPENDIX

Analysis of the Literature
in the case study
entitled
AN AMBIGUOUS POSITION

The problem of how library attendance should be scheduled in the elementary school is one that has been given serious consideration since the establishment of the centralized school library. Its solution poses the question about the reasons for the existence of the school library program in the elementary school and depends for its answer upon the attitudes of principals, teachers, and librarians toward the part the school library plays in the total instructional process.

In 1934, Lucile Fargo recognized that "every significant program for library service is made or marred by the way in which attendance is planned." [1] In the final edition of her book, she made reference to the existence of two methods of securing library attendance -- one by voluntary means and the other by regular attendance -- with librarians by and large favoring the former method and principals for the most part adopting the latter approach. [2] Because of the organization of the elementary school, the area of choice lies between (1) permitting the librarian and the teachers in a specific school to determine when and for what purposes classes will visit the school library or (2) arranging the schedule of visits in advance so that classes come to the library at regular intervals. A wide variety of patterns of scheduling has been adopted in schools throughout the country involving either one or the other and sometimes elements of both philosophies of library use.

If the literature may be accepted as a valid indicator, both fixed and flexible scheduling have their advantages and disadvantages. For the most part, librarians have emphasized the advantages of flexible scheduling. Helen Bennett, [3]

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[1] Lucile F. Fargo, The Library in the School (Chicago, American Library Association, 1933), p. 347.

[2] Lucile F. Fargo, The Library in the School, 4th ed. (Chicago, American Library Association, 1947), pp. 303-4.

[3] Helen H. Bennett, "Demonstrating Library Use to Teachers and Administrators," ALA Bulletin 57: 161-62, February 1963.

Bernard Kaye,[4] Jean Lowrie,[5] Dorothy McGinniss,[6] Alice McGuire,[7] Paul Sturm,[8] Esther Swanker,[9] Viola Swanson,[10] Virginia Tozier,[11] and Alice Wert[12] have written convincingly about the merits of flexible scheduling. Among its advantages are the satisfaction that is derived by both librarians and teachers in the realization that such visits occur in response to a felt need; that better preparation is given to such visits in terms of planning lessons for their maximum effectiveness; that the library is more readily available for such visits when they are needed; that when the classroom teacher remains with the class during such library periods it results in more meaningful integration between what takes place in the library and in the classroom; that the librarian is able to keep informed about activities in the classroom that affect the library; that classroom teachers are in a more favorable position to learn about the resources that are available in the library; and that librarians can participate more actively in bringing materials to those children who have special need of her services.

The most powerful and cogent arguments for flexible scheduling appear in Standards for School Library Programs[13] and in Library Journal.[14]

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[4] Bernard W. Kaye, "Variations in Scheduling for the Elementary School Library," Wilson Library Bulletin 29: 634+, April 1955.

[5] Jean Lowrie, "Elementary School Libraries Today," New Definitions of School Library Service, ed. Sara Innis Fenwick. (Chicago, University of Chicago, Graduate Library School, 1960), pp. 27-36.

[6] Dorothy McGinniss, "Administrator and Librarian Work Together," Wisconsin Library Bulletin 62: 211-13, July-August 1966.

[7] Alice B. McGuire and M. G. Bowden, "The Scheduled Library Period," Library Journal 87: 4581-84, December 15, 1962.

[8] Paul Sturm, "Theory of Maximum Use: A School District Adopts Flexible Scheduling," School Library Journal 12: 37, May 1965.

[9] Esther M. Swanker, "Maximum Use of Library," American School Board Journal 151: 26-27, November 1965.

[10] Viola Swanson, "The Librarian: Partner and Teacher," American School Board Journal 151: 32-33, November 1965.

[11] Virginia Tozier, "The Child and the Library Center," Educational Leadership 21: 223-226+, January 1964.

[12] Alice L. Wert and Richard E. Pell, "An Experiment in Flexible Scheduling," School Libraries 14: 41-43+, May 1965.

[13] American Association of School Librarians, Standards for School Library Programs (Chicago, American Library Association, 1960), p. 87.

[14] "A Vote for Flexible Scheduling," Library Journal 91: 4192-96+, September 15, 1966.

If any individual may be considered the spokesman for fixed scheduling, Jewel Gardiner makes a strong case.[15] She recognizes the value of allowing teachers to determine when and under what circumstances children may go to the library but she is convinced that leaving library visits to the initiative of teachers would constitute inadequate provision for an essential activity. Therefore, she advocates provision of regular time allotments for library activities in the same way that this is done for other subjects in the elementary school curriculum. Under fixed scheduling, each class is assured the opportunity to make regular, uninterrupted use of the library. The library is accessible to all children for guided use in library materials. A more favorable climate is created in which children get to know the collection and the librarian. Finally, it is easier under fixed scheduling to institute an organized program of library instruction on a regular basis.

It would seem, from an examination of the literature, that the same arguments are offered to justify the adoption of fixed and flexible scheduling. Nevertheless, the overwhelming sentiment among school librarians, as reflected in the literature of librarianship, is in favor of some form of flexible scheduling. The recurrent theme among the proponents of flexible scheduling is the need to create a more auspicious climate for the application of the librarian's specialized talents and abilities.

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[15] Jewel Gardiner, Administering Library Service in the Elementary School (Chicago, American Library Association, 1954), pp. 20-21.